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ABSTRACT

The handbook was developed by the 3-year Valley Transitional School Project, serving Augusta, Staunton, and Waynesboro schools, all located in Augusta County, Virginia. The purpose of the project was to develop and validate a model which would assist school youth with severe disabilities to make the transition from school to employment, in the most competitive employment environment possible. The introduction defines "Transitioning," discusses the need for a transitional service delivery system, lists the eight project objectives, and identifies innovative program features such as interagency planning and implementation and a tracking and follow-up system. The next section details the Interagency Model with information on the Professional Advisory Committee, the Local Interagency Transitioning Team, student transition planning/implementation, and administrative procedures for transition services. The third section describes available resources including the Virginia Department of Education; Virginia Department of Rehabilitative Services; State Council of Higher Education; Virginia Employment Commission; Virginia Department for the Visually Handicapped; Virginia Department for the Deaf and Hard of Hearing. The next section describes local services including the Department of Rehabilitative Services, the Valley Community Services Board, the Social Security Administration, the local Health Departments, and various private and church-based services. Appended are forms used in the program and the interagency cooperative agreement. (DB)

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VALLEY TRANSITIONAL SCHOOL PROGRAM
Transition Handbook
Spring 1988
Cooperative Program Between Augusta County, Staunton & Waynesboro City School System & Virginia Dept. of Rehabilitative Services (Staunton Field Office)

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Augusta, Staunton, & Waynesboro Schools

Transition Handbook

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Preface

Transitioning Defined

The United States Office of Special Education and Rehabilitative Services (OSERS) has placed a national priority on the improvement of transitioning programs and services for all individuals with disabilities. OSERS has defined transition from school to working life as:

> "A process encompassing a broad array of services and experiences that lead to employment. Transition is a period that includes high school, the point of graduation, additional post-secondary education or adult services, and the initial years of employment."

> "Transition is a bridge between the security and structure offered by the school and the opportunities and risks of adult life. Any bridge requires both a solid span and a secure foundation at either end. The transition from school to work and adult life requires sound preparation in the secondary school, adequate support at the point of school leaving and secure opportunities and services, if needed, in adult situations."

> "Since the services and experiences that lead to employment vary widely across individuals and communities, the traditional view of transition as a special linking service between school and adult opportunities is insufficient. The present definition emphasizes the shared responsibility of all involved parties for transition success and extends beyond traditional notions of service coordination to address the quality and appropriateness of each service area." (Wills, 1984)

I. Introduction

(The following introduction and background information has been adapted from the work of a state wide task force (VAST - Virginia Approach to Systematic Transitioning - 1987.)

Since the early 1970's significant State and Federal legislative initiatives have been made in an attempt to change the manner in which society views and serves persons with disabilities. Specifically, these changes have been initiated through enactment of P.L. 94-142, the Education of All Handicapped Children Act of 1975; P.L. 93-112, The Rehabilitation Act of 1973; and P.L. 98-524, the Carl D. Perkins Vocational Education Act of 1984. These Acts, together with supplemental state legislation, ensure the provision of interagency approaches to foster (1) successful participation of youth and young adults with disabilities in educational and vocational training programs and (2) provision of employment services to assist individuals with disabilities in acquiring employment, attaining independence and gaining access to the community.

The Education of the Handicapped Act Amendments of 1983, Section 626 entitled, "Secondary Education and Transitional Services for Handicapped Youth" authorized the funding of grants to state education and other appropriate agencies to -

> "(1) strengthen and coordinate education, training, and related services for handicapped youth to assist in the transitional process to post-secondary education, vocational training, competitive employment, continuing education, or adult services; and
>
> (2) stimulate the improvement and development of programs for secondary education." (Public Law 98-199 - Dec. 2, 1983)

Public Law 98-199 defines projects assisted under Section 626 for the development of transitional services for handicapped youth to include demonstration models, demographic studies, program evaluation, specially designed vocational programs, research and development projects and the initiation of cooperative models between educational agencies and adult service agencies.

During the interim a strong initiative has been developed across the nation and in Virginia including models focusing on specified disability types, ranges of severity of disability and specific service delivery plans. Many of these programs have focused on cooperation between secondary special and vocational education and vocational rehabilitative service agencies.

Virginia has also had major initiatives such as the Inter-agency Coordinating Council on the Delivery of Related Services to Handicapped Children birth through 21 (IACC), the State System of Supportive Employment, the Post-secondary Education/Rehabilitation Transition for the Mildly Mentally Retarded and the Learning Disabled (Project PERT) and Virginia's Integrated Transition Approach Through Leadership (V.I.T.A.L.) and our own Valley Transitional School Project (1984-87).

A. The Need for a Transitional Service Delivery System

Despite the increased emphasis on vocational training and transition services, the majority of individuals with disabilities continue to pass through their formative years without developing the vocational, independent living and social interaction skills necessary to prepare them for successful transition from school to the community and the work place. Young adults with disabilities face futures filled with uncertainty when they leave the nation's public schools.

Current estimates indicate that only 25 percent of all working aged adults with disabilities in the U.S. are employed full-time and an additional 10 percent are employed part-time. Only 26 percent of persons with disabilities who are employed consider themselves disabled, while 59 percent who do not work consider themselves disabled. Twenty percent of all adults with disabilities have attended college as compared to 33 percent of nondisabled adults (Harris, 1986).

These estimates are supported by two follow-up studies of handicapped youth and young adults who had either completed or left the public schools in the states of Vermont and Colorado. In the Vermont study, 55% of the 301 individuals who constituted the interviewed sample were employed, but only 37% of these individuals were employed in full-time jobs (Hasazi, Lawrence, and Roe, 1985). Similar results were reported in the Colorado follow-up study with 69% of the 234 respondents reporting that they worked, but only 32% reporting that they worked in full-time jobs (Mithaug, Horiuchi, and Fanning, 1985). In both studies, significant numbers of the employed group were in seasonal, part-time or intermittent jobs earning wages at a marginal level with most earning below minimum wage. A statistical portrait emerges with those who find work involved in the secondary or marginal workforce where wages, job status, job security, and benefits are traditionally low. In both studies 64% of the respondents lived at home with their parents further suggesting a pattern of financial instability and family dependence.

Additional issues related to (1) the persons who assisted the students in locating jobs and (2) the frequency of agency contact after exit from school emerged in both studies. In the Colorado Study 63% of the respondents indicated that they had never used the services of the Vocational Rehabilitation Services. In both studies students indicated that they found their jobs through their personal network (self, family, friends, and teachers) as opposed to assistance in job search or job placement services being provided through the schools or other agencies such as Vocational Rehabilitation. With 250,000 to 300,000 handicapped students being released from the nation's public schools annually, it is not surprising based on these findings that vocational rehabilitation reported that is successfully closes only about 50,000 cases per year for handicapped individuals under the 20 years of age (Tindall, Gugerty, and Dougherty, 1983). The results of these follow-up studies as well as the findings of many previous follow-up efforts support the need for schools, vocational rehabilitation agencies and other adult service providers to engage in systematic transition planning for disabled students leaving the public schools.

Many facilities and services are available to young adults with disabilities but few are ever reached due to a lack of knowledge of their existence and a lack of communication between school personnel and adult service providers. Programs vary, eligibility qualifications vary, providers of service vary - all of which contributes to a system which has the potential but

realizes its potential only by chance in many cases. In an attempt to address these problems, the federal government has undertaken new initiatives in this field through (1) passage of Public Law 98-199, and (2) through the articulation of public policy related to the expenditures of these funds (Will, 1984).

An analysis of the education, training and employment data for the state indicated that Virginia is faced with problems similar to those of other states as well as the nation as a whole. These data indicate that:

- Of the 100,065 handicapped students served by Virginia's public schools during 1984 - 85, 32,344 were enrolled in secondary level special education programs.

- During the 1984-85 school year, 13,564 secondary level handicapped students or 43% were enrolled in some form of vocational education. Of this number, however, 8,575 of 63% were enrolled in pre-vocational or exploratory programs rather than occupational preparation programs which will lead to the mainstream of employment.

- Of the 4,984 handicapped students enrolled in secondary occupational preparation programs only 1,162 students or 26% successfully completed these programs and were certified as having attained marketable status during the 1984-85 school year.

- Of the 32,344 handicapped students enrolled in secondary special education programs during 1984-85, 1,074 (3.4%) graduated with a standard diploma, 580 (1.8%) graduated with a special education diploma, 715 (2.3%) received certificates of attendance and 775 (2.4%) were classified as high school dropouts. It is estimated that less than 5% of the graduates or those leaving school received any type of transitioning services.

- Virginia Public School Special Education statistics for 1986-87 indicate there are over 1,600 students identified as handicapped in Augusta/Staunton/Waynesboro school systems - over 500 of these students are between the ages of 13 and 22.

Based on the educational data and the employment projections presented, it is evident that, Virginia's students with disabilities frequently exit the secondary education system without developing skills required for pursuing post-secondary training, attaining independence, acquiring employment or assessing adult community services.

In a report form the Virginia Department of Education submitted to the U.S. Department of Education and Rehabilitative Services, 4,669 students aged 16-21 years and previously enrolled in special education programs exited the educational system during the 1985-86 school year (Table 1). Educators subjectively estimated that the anticipated post-secondary services needed by those students numbered 9,150 (Table 2). The information provided in Table 2 demonstrates the complex array of services needed for young adults with disabilities to move into adult life in Virginia.

TABLE 1

Handicapped Children and Youth, Aged 16-22 Exiting the Educational System During the 1985-86 School Year

Disability	Number Exited
Mentally Retarded	1298
Hard of Hearing	37
Deaf	37
Speech/Language Impaired	152
Visually Handicapped	46
Seriously Emotionally Disturbed	758
Orthopedically Impaired	12
Other Health Impaired	39
Specific Learning Disabilities	2217
Deaf-Blind	1
Multi-Handicapped	72
TOTAL:	4669

TABLE 2

Anticipated Services Needed by Young Adults with Disabilities Aged 16-21 Years and Exiting the Educational System in Virginia During the School Year 1986-87

Anticipated Services	Mentally Retarded	Hard of Hearing	Deaf	Speech/Language Impaired
Counseling/Guidance	456	16	4	22
Evaluation of VR Potential	460	15	7	9
Physical/Mental Restoration	100	1	0	0
Vocational Training Services	714	21	5	25
Transitional Employment Services	334	11	1	3
Vocational Placement	588	17	23	16
Post Employment	204	8	2	7
Maintenance	187	2	24	1
Transportation	268	2	18	0
Family Services	244	10	1	1
Independent Living	343	12	3	10
Residential Services	77	0	1	0
Interpreter Services	1	10	7	0
Reader Services	27	5	0	0
Technological Aids	31	11	4	0
Other Services	14	0	21	4

(continued on next page)

Anticipated Services	Visually Handicapped	Seriously Emotionally Disturbed	Orthopedically Impaired	Other Health Impaired
Counseling/Guidance	25	477	8	6
Evaluation of VR Potential	26	197	8	3
Physical/Mental Restoration	12	249	7	3
Vocational Training Services	28	304	10	6
Transitional Employment Services	21	83	8	6
Vocational Placement	25	247	9	3
Post Employment	16	119	5	3
Maintenance	17	14	6	2
Transportation	10	23	8	4
Family Services	8	90	6	5
Independent Living	12	39	9	4
Residential Services	2	12	0	1
Interpreter Services	0	0	0	0
Reader Services	19	4	0	0
Technological Aids	20	7	5	0
Other Services	1	8	0	0

(continued on next page)

Anticipated Services	Specific Learning Disabilities	Deaf-Blind	Multi-Handicapped	Total Per Service
Counseling/Guidance	360	1	54	1429
Evaluation of VR Potential	336	1	36	1098
Physical/Mental Restoration	26	1	24	423
Vocational Training Services	413	1	51	1578
Transitional Employment Services	117	1	32	620
Vocational Placement	438	1	42	1409
Post Employment	114	1	34	513
Maintenance	27	1	26	307
Transportation	43	1	28	405
Family Services	32	1	22	420
Independent Living	97	0	41	570
Residential Services	2	1	15	111
Interpreter Services	1	0	0	19
Reader Services	21	1	0	77
Technological Aids	2	1	25	106
Other Services	17	0	0	65
			Grand Total	9,150

B. Augusta, Staunton, & Waynesboro Transitional School Program Description

Transitioning individuals with disabilities from school to adult life requires that relevant community opportunities and service combinations be provided to address individual needs through the provision of transition planning, case management, and interagency collaboration and follow-up services. In many instances young adults with disabilities have been denied full advantage of post-secondary services due to the lack of a formal and organized case management system at either the state or local level. This has particular significance and implications in a rural setting.

In order to better address the transitioning problem, the Virginia Department of Rehabilitative Services in collaboration with the school systems of Augusta County and the Cities of Staunton and Waynesboro applied for and received a three (3) year federally funded grant (OSERS). The grant began in October 1984 and concluded in September 1987. The primary goal of the **Valley Transitional School Project (VTSP)** was to develop and validate a model to assist school youth with severe disabilities in making the transition from school to employment/adult life in the most productive manner. In addition, the project consisted of four main components: assessment, training, placement, and follow-up; worked with severely disabled school youth between the ages of 16 and 23 including some drop-outs, developed a parent/employer and a professional advisory committee.

Eight specific objectives were established and realized for the project, including:

1) Development and implementation of a multi-agency comprehensive assessment module.
2) Provision of unique work experiences/options for students.
3) Development of a community based curriculum for students preparing to enter the labor market.
4) Organization of a parent/employer advisory group.
5) Implementation of an in-service training module for school personnel & DRS staff and an awareness model for parents and employers.
6) To determinee the effect of this project on the drop-out rate of disabled students.
7) Evaluate the project and develop reports with recommendations to cooperating agencies.
8) Development and dissemination of a replicable model of the project to rural school districts in Virginia and other states.

Five key elements of transitioning as gleaned from the three year project are: A) Curriculum change and emphasis during the elementary years; B) There is a need for systematic vocational training throughout the middle and secondary school years; C) Collaborative planning by interagency teams can ease the demand and restrictions placed on service providers; D) There is a need for on-going parent, consumer and employer involvement in the transitional planning process; E) A need for community and professional awareness and support of multiple and creative employment options for youth with disabilities.

During the course of the three years, grant staff and associated DRS/school staff came to realize the importance and benefits offered through a cooperative transitional process. The end results in terms of student participation and growth enhanced interagency communications and

understanding of both school and adult service roles; more thorough transitioning of students from school to various adult services, vis a vis improved case management procedures; and the very positive employment outcomes utilizing the job coach model, as well as, other suggested employment options, all contributed to the decision on the part of the participation schools and DRS to continue funding, in part, of a transitional school program.

According to the 1985-86 Federal Child Study for each of the school divisions, the number of special education students between the ages 0-22 were Waynesboro (160), Staunton (306), and Augusta County (1,089)*. Therefore, coupled with the benefits mentioned above, it is obvious that the large number of special education students possibly benefiting from transitional services is significant.

*(Additional 1986-87 Special Education Statistics support this need. Refer to Table 3.)

TABLE 3

VIRGINIA PUBLIC SCHOOL DIVISION
SPECIAL EDUCATION STATISTICS
1986-87

HANDICAPPING CONDITION	AUGUSTA	STAUNTON	WAYNESBORO
1. Students Identified as Handicapped — Total #	1,064	425	212
% Total Enrollment	11%	11%	8%
2. % of School Enrollment Identified as Handicapped (Rank ordered Statewide 135 school divisions)	79th	73rd	7th
3. Students - Learning Disabled	537	128	66
% of All Handicapped	50% *	39% *	31% *
4. Students - Speech/Language Impairments	331	115	72
% of All Handicapped	31% *	35% *	34% *
5. Students Emotionally Disturbed	58	21	14
% of All Handicapped	5%	6%	7%
6. Students Mentally Retarded	88	33	36
% of All Handicapped	8%	10%	17%
7. Visually Handicapped	1	2	1
8. Students Deaf/Hard of Hearing	16	5	5
9. Students Multi-Handicapped & Orthopedically Impaired	7	1	2
10. Students Autistic and/or other Mental Impairment	3	0	0
11. Students Developmentally Disabled	22	20	16
12. Handicapped Students - Ages 13-17	314	91	48
13. Handicapped Students - Ages 18-22	37	9	9

Utilizing information taken from the three (3) year transitional school grant, Augusta-Staunton-Waynesboro School systems and DRS have redesigned/refined our process in order to continue providing cooperative transitional services to students with disabilities. (Refer to **Figure 1** for the program design.) The Valley Transitional School Program (VTSP) is a continuing process wherein education, rehabilitation and other adult service agencies provide coordinated transition planning and services for students with disabilities. One of the major goals of this program is to ensure that students with disabilities who move through Augusta-Staunton-Waynesboro public school programs and into the community, will receive transitional services focusing on career preparation, employment, independence and successful life adjustment through a more formal organized case management system. **Figure 2** outlines the longitudinal process.

The innovative features of this program focus on:

1) Interagency planning for service delivery related to transition services among the Augusta-Staunton-Waynesboro school systems, as well as, DRS and other adult service agencies in the area.

2) The establishment of a local interagency transition process utilizing existing inter-agency coordination groups to assist with the transition process that will integrate and enhance case management procedures among service providers.

3) Implementation and periodic review of the transition planning process and the service delivery procedures which are systematically developed.

4) Development of a tracking and follow-up system which will assist our schools and DRS to track students through the service delivery system and provide follow-up information on each individual's progress.

5) The involvement of students and their families, human service professionals, employers, etc. in the development and implementation of a more formal transition planning process.

6) The commitment by the three local school divisions and DRS to develop and implement a formal interagency agreement which defines roles, responsibilities, service delivery components, and funding related to transition planning and case management services.

VALLEY TRANSITIONAL SCHOOL PROGRAM
COOPERATIVE PROGRAM / TRANSITION FROM SCHOOL TO WORK
PROGRAM DESIGN

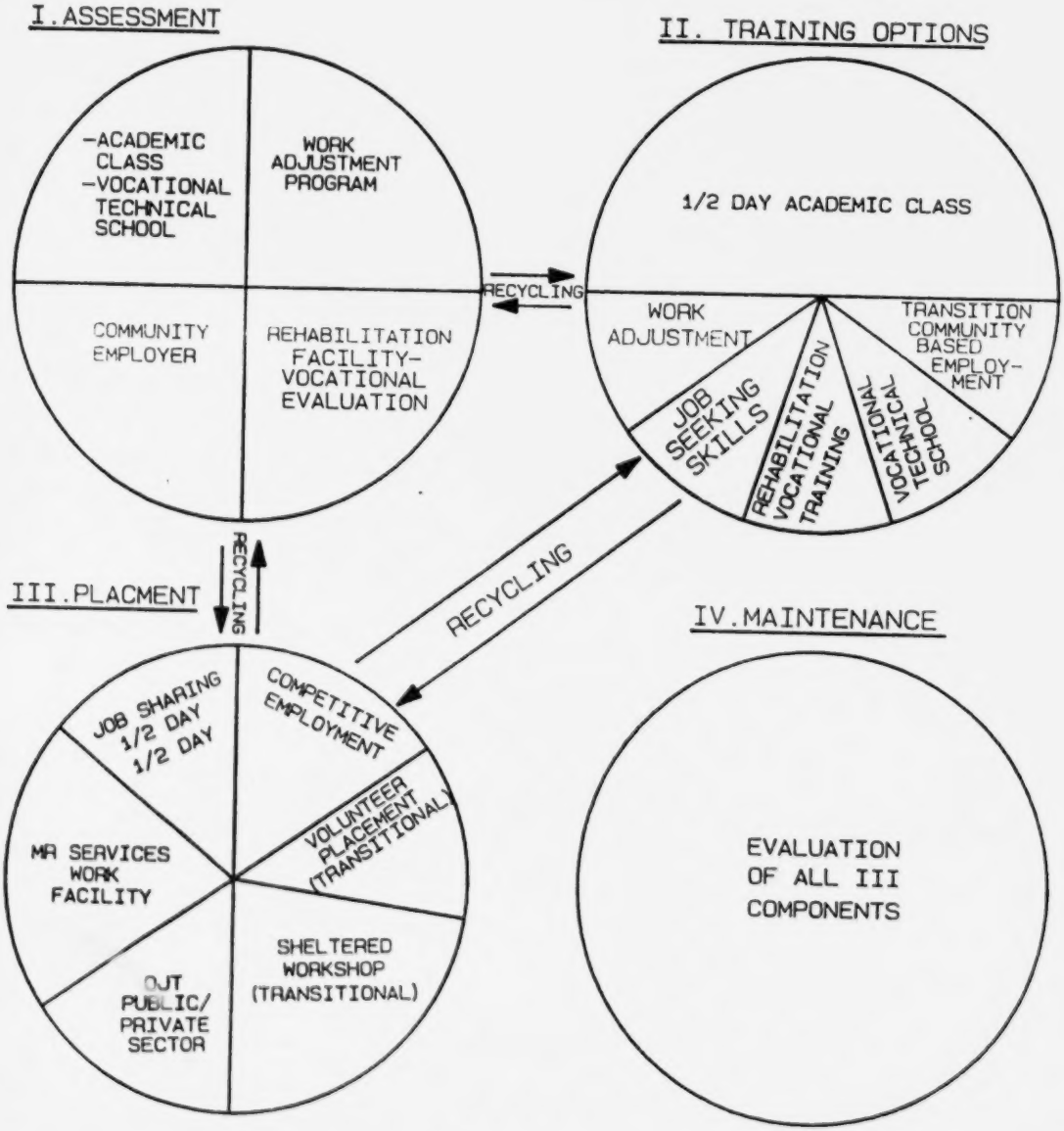
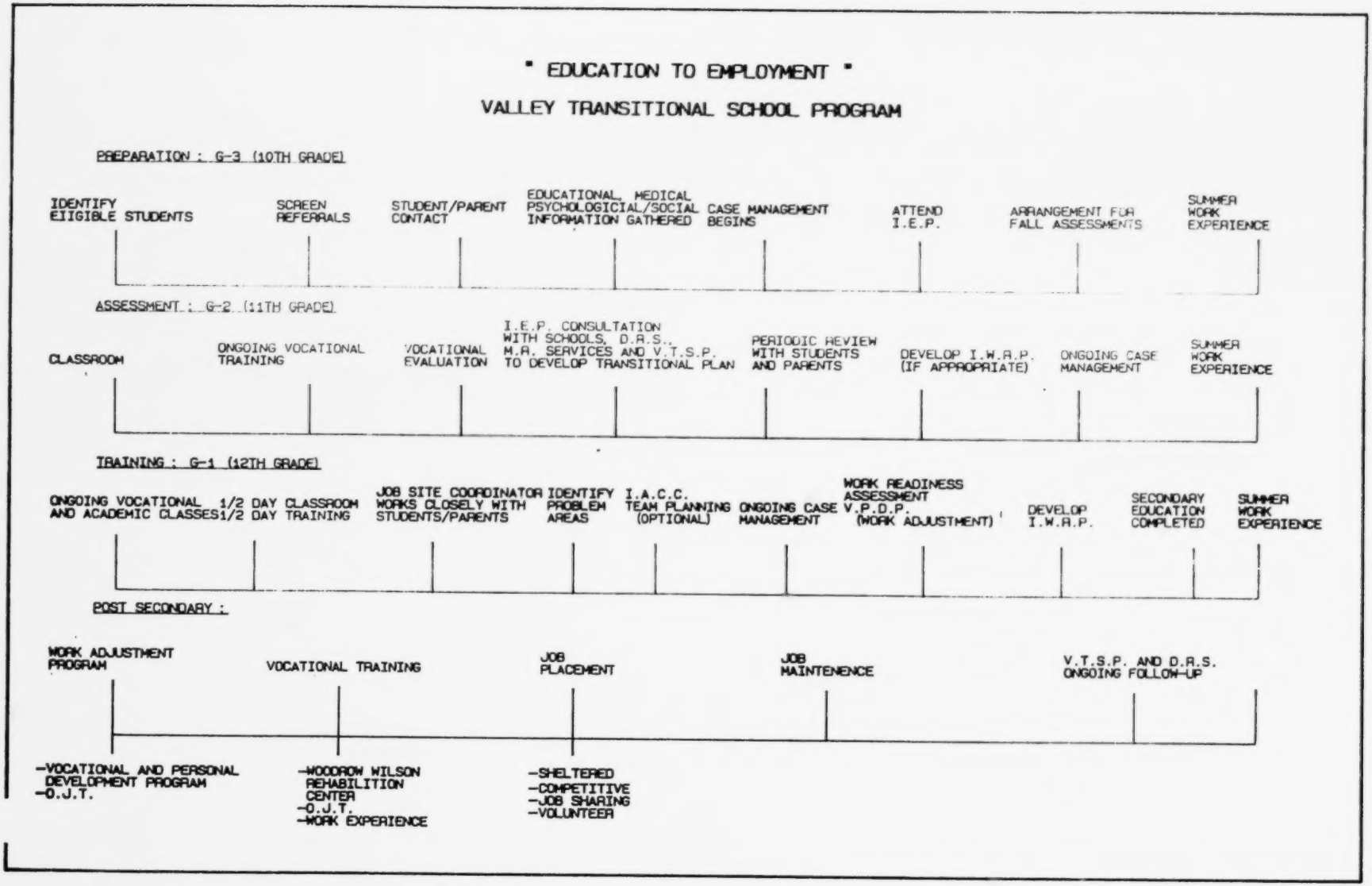


FIGURE 2


" EDUCATION TO EMPLOYMENT "
VALLEY TRANSITIONAL SCHOOL PROGRAM
PREPARATION : G-3 (10TH GRADE)
IDENTIFY EIIGIBLE STUDENTS
SCREEN REFERRALS
STUDENT/PARENT CONTACT
EDUCATIONAL, MEDICAL PSYCHOLOGICIAL/SOCIAL INFORMATION GATHERED
CASE MANAGEMENT BEGINS
ATTEND I.E.P.
ARRANGEMENT FOR FALL ASSESSMENTS
SUMMER WORK EXPERIENCE
ASSESSMENT : G-2 (11TH GRADE)
CLASSROOM
ONGOING VOCATIONAL TRAINING
VOCATIONAL EVALUATION
I.E.P. CONSULTATION WITH SCHOOLS, D.R.S., M.A. SERVICES AND V.T.S.P. TO DEVELOP TRANSITIONAL PLAN
PERIODIC REVIEW WITH STUDENTS AND PARENTS
DEVELOP I.W.A.P. (IF APPROPRIATE)
ONGOING CASE MANAGEMENT
SUMMER WORK EXPERIENCE
TRAINING : G-1 (12TH GRADE)
ONGOING VOCATIONAL AND ACADEMIC CLASSES
1/2 DAY CLASSROOM 1/2 DAY TRAINING
JOB SITE COORDINATOR WORKS CLOSELY WITH STUDENTS/PARENTS
IDENTIFY PROBLEM AREAS
I.A.C.C. TEAM PLANNING (OPTIONAL)
ONGOING CASE MANAGEMENT
WORK READINESS ASSESSMENT V.P.D.P. (WORK ADJUSTMENT)
DEVELOP I.W.A.P.
SECONDARY EDUCATION COMPLETED
SUMMER WORK EXPERIENCE
POST SECONDARY :
WORK ADJUSTMENT PROGRAM
VOCATIONAL TRAINING
JOB PLACEMENT
JOB MAINTENENCE
V.T.S.P. AND D.R.S. ONGOING FOLLOW-UP
-VOCATIONAL AND PERSONAL DEVELOPMENT PROGRAM
-O.J.T.
-WOODROW WILSON REHABILITION CENTER
-O.J.T.
-WORK EXPERIENCE
-SHELTERED
-COMPETITIVE
-JOB SHARING
-VOLUNTEER

II. The Interagency Model for Transition Services

A. Professional Advisory Committee (PAC) Formation

Professional Advisory Committee includes local representatives from various agencies having an interest in or directly involved with the transitional services offered school age youth, as well as, representatives from DRS and the three (3) local school divisions. Core representatives include:

Augusta County Schools -	Supervisor of Special Education Assistant Supervisor of Special Education Director of Vocational Education
Staunton City Schools -	Supervisor of Special Education
Waynesboro City Schools -	Supervisor of Special Education
Dept. of Rehab. Services -	Program Supervisor - Staunton Office DRS School Counselor - Staunton Office
Valley Transitional School Program -	(2) Transition Specialist Staff

The mission of P.A.C is to assist with establishing ways for youth with disabilities to move from school to independent and productive adult lives.

Specific responsibilities of the committee will be as follows:

1) Assist with the development and review of interagency transition planning and case management procedures.

2) Monitor local implementation activities.

3) Facilitate local interagency agreements and cooperation relative to the transition process.

4) Serve as a clearing house for interpretation of various agency responsibilities and assist in resolving interagency questions and concerns, etc.

5) Review program products and objectives such as in-service training packages, pamphlets, student teaching system, resource and informational material, yearly goals and objectives, etc.

6) Assist with the identification of students to participate in transitional services and to monitor and evaluate progress to ensure that proper care is taken to develop the full range of services necessary to meet the needs of students regardless of the type or severity of their disabilities.

7) Work closely in the VAST (Virginia's Approach to Systematic Transitioning) Information Systems as VAST develops and refines a transition information system during the next several years. The two major components of the system are a transition resource information system and a student tracking system.

Once each quarter, the advisory committee will meet to examine issues relating to the transitional services being offered and to review and give input on the various issues mentioned above.

B. Local Interagency Transitioning Team (LITT)

The core team will be comprised of representatives from administration, special education and vocational education; DRS School Counselor; VTSP Transition Specialist, student and student's parent(s) or guardian(s).

Other designated individuals from local service provider agencies and organizations will form the LITT as needed in order to address the individual transition needs of each student.

In addition, the Transition Specialists will serve as a members on the local Inter-Agency Coordinating Council (I.A.C.C. - Operations Group) to help with interagency planning, problem solving, etc. as the need arises.

Special Education will be the lead agency for students in the program while they are enrolled in secondary education programs. Through cooperative planning the LITT will determinee the appropriate post-secondary lead agency (usually DRS) and a hand-off process is implemented to ensure a smooth transition into adult services.

C. Student Transition Planning/Implementation

1. Student Identification/Eligibility

a. DRS & VTSP obtain knowledge of handicapped students within the school population primarily on an individual basis through the teachers and guidance counselors.

b. EMR & TMR students are referred at G-3 (3 years prior to completion of school program) or earlier if they are high risk drop-out.

c. LD & ED students <u>can</u> be referred at G-3. If in doubt, make the referral and DRS & VTSP will decide if it is appropriate. Otherwise, these students are referred at G-2.

d. Other handicapped students (speech, hearing impaired), including those who may not have an IEP (i.e., orthopedically impaired, diabetic), are generally referred at G-2.

e. If a student is several grade levels behind, a referral may be made before G-3. However, the student needs to meet DRS eligibility criteria (i.e., age 16+).

f. VTSP will remind schools & Special Education Supervisors at the beginning of January that all TMR and EMR referrals are due by February 1. Other referrals will continue to be received throughout the year.

g. Referrals should be sent to VTSP and Special Education Supervisors at the same time.

h. All handicapped students with an IEP are referred through VTSP and the Special Education Supervisor. Other handicapped students who do not have IEP's (diabetics, etc.) are referred directly to the School Rehabilitation Counselor.

i. VTSP can work with severely disabled students before DRS takes the referral (i.e., age 14 and a high risk drop-out).

2. Student/Parent Notification

- Referral list coincides with a letter going out to parents stating that DRS & VTSP will contact them. (Referral list to VTSP by Feb. 1)

- See Appendix A for a copy of a sample letter to parents.

- Teachers may want to discuss these services with students and/or their families prior to DRS/VTSP making contact with the family.

3. Student Rights, Responsibilities, and Advocacy

a. Student Role

Each participant is involved in the development of the transition program and is expected to follow through with the program as agreed upon. The individual has the right to discontinue participation in the Valley Transitional School Program, but the LITT has the responsibility for providing the services and resources agreed upon in the transition program.

b. Parent Role

Parent(s) and guardian(s) are involved in the development of the transition program. Their help and support will be solicited and they will be expected to follow through with the program as agreed upon. Parent(s) or guardian(s) will maintain contact with the lead agency and notify them of any significant changes in the participant's living situation.

Parent(s) and guardian(s) are entitled to the same grievance procedure outlined above if their child is a minor. If their child is over 18, they are still encouraged to contact the Transition Specialist with any concerns that they might have. They are entitled to follow the process outlined in Problem Solving/Mediation Procedures.

c. Lead Agency Role

The lead agency coordinates and chairs LITT meetings. The lead agency is responsible for informing the LITT members of meetings. The lead agency monitors participant progress to ensure that the services outlined in the transition program are received.

The lead agency will keep parent(s) or guardian(s) informed of the student's progress in reaching the stated goals and in any significant changes.

4. Student Assessment

Any of the following assessment methods or a combination of two or more may be utilized according to individual student needs.

- Academic Classroom ----------(VTSP may observe students on an
- Vocational Classroom---------- informal basis to assess academic, vocational, & behavioral functioning)

- Vocational & Personal Development Program (situational assessment & community based work adjustment)
- Community Employer
- Vector Industries (Sheltered Workshop)
- Gateway Enterprises (Mental Retardation Services)
- Jobshop
- Employment Training Corporation (formerly 70001)
- WWRC Vocational Evaluation and/or Work Adjustment Program (EMR students are sent to WWRC for a vocational evaluation or a work adjustment evaluation each fall.) Utilization of WWRC report: on-going inservice with teachers. Staffing before voc. evals. occur so that DRS can get teacher in-put. Specific questions can then be addressed at WWRC.)
- Informal Assessments
- Summer Youth Employment Program
- Summer Jobs (student initiated placement)
- Part-time after school work (student initiated placement)
- Work/Study, Co-op, WECEP school programs

5. Transition Planning

When transition planning begins, the LITT is reorganized to include the participant's parent(s) or guardian(s), and the appropriate service providers. In planning, the LITT utilizes the assessment information that has been collected on the participant and identifies the individual's strengths and deficits related to employability, independence and community participation. (The individual's strengths and deficits are to be identified without restrictions imposed by limited community resources.)

The LITT assists the youth to develop occupational, independence and community participation goals and objectives. An occupational goal may focus on an occupational area, a career ladder, a specific vocation or an entry level position (e.g., building trades worker, data entry through computer programmer, geriatric nursing assistant, or fast food service worker). A goal for independence may focus on housing situations, transportation, daily living, financial support, social skills or family living (e.g., single-living in an apartment, a group home, use of public bus system, the establishment of a trust, the ability to cook at home and do laundry, the ability to interact well with others, or the development of a relationship). A goal for community participation may be directed to leisure skill development, recreational involvement, civic activities, or appreciation of the arts (e.g., the ability to play on an amateur sports team, membership in a YMCA, volunteer at a nursing home, or attend plays). Objectives may include intermediate steps toward achieving goals, such as attaining a specific set of competencies or

completing a specific training or educational program.

The LITT plans the services needed for the individual to meet the goals and objectives that have been established. Time frames for services and anticipated outcomes are defined. Financial responsibilities for services are established. The timing for transfer of lead agency responsibility is planned.

Follow-up is planned and continues after the participant achieves his/her goals. Time frames and responsibilities for follow-up services are established. The LITT also defines the anticipated closure of transitional services.

6. Writing the Transition Plan

- See Appendix A for a sample transition plan.
- The development of a transition plan should address the adequacy & expansion of adult services available within our area. If unmeet needs are identified in the transitional plan, then the case can be presented to the Inter-Agency Council on an "as needed" basis.
- Teachers must contact DRS/VTSP before writing IEP to get input.
- Schools and DRS need to exchange IEP's and IWRP's.
- The transition plan might include independent living & employment objectives available both in the school, as well as, the community.

7. Student Training

Following is a list of possible training options available to students based on individual needs and preferences. For transitional purposes, vocational training begins one (1) year prior to graduation and may continue into post-secondary along with other training options.

- Employment Training Program (Schools)
- Valley Vocational Technical Center (Schools)
- Woodrow Wilson Rehabilitation Center (DRS)
- Unpaid Work Experience (DRS)
- Work Adjustment (DRS)
- On-The-Job Training (DRS)
- Work-Study, Co-op, or WECEP (Schools)
- Getaway Enterprises (MR Services Board)
- Center for Independent Living (DRS)
- Vector Industries (Sheltered Workshop)
- Job Seeking Skills (DRS)
- Summer Jobs
- Part-Time After School Work

8. Post Secondary Training/Placement Options

- Woodrow Wilson Rehabilitation Center - Specific Training Area
- Valley Vocational Technical Center
- Adult Learning Center
- Competitive Employment
- Vector Industries (Sheltered Employment)
- Job Sharing
- Volunteer Work
- Jobshop
- Employment Training Corporation
- Private/Public Technical and Trade Schools
- Community and Four Year Colleges

D. Administrative Procedures for Transition Services

1. Lead Agency Hand-Off Procedure

The local school division (LEA) is the lead agency when students/participants initially enter the project. Lead agency is determined as follows:

1) If the participant is enrolled in Special Education, the VTSP Transition Specialist is the lead member.

2) If the participant is not enrolled in Special Education (no I.E.P.), then the school will remain the lead agency. In these cases, the guidance counselor should chair the LITT while the student is in school.

3) When the individual is a dropout, lead agency responsibility transfers to the DRS School Counselor or VTSP Transition Specialist (JTPA).

The lead agency member serves as the LITT chairperson and is responsible for coordinating team meetings, contacting other professionals to serve as resources on the team, and assuming the lead in writing the individual's transition program.

The transfer of lead agency responsibility should be scheduled/planned in a timely fashion prior to a student completing or leaving their school program (unless the student has dropped out).

2. Problem Solving/Mediation Procedures

All problems regarding the Valley Transitional School Program should first be negotiated at the lowest organizational level. Problem solving will, of course, be an on-going process and the responsibility of all staff. Specific client/student problem solving and negotiation takes place among LEA and DRS and other agencies involved. Problems which can not be solved at the direct service levels, should be referred to the local Special Education Supervisor (Augusta, Staunton, Waynesboro) and DRS Program Supervisor (Staunton) who will involve local agency managers,

etc. to try and achieve resolution. These negotiations may involve the Local Interagency Coordinating Council (I.A.C.C.) both Administration and Operations levels.

Problems that can not be resolved at the local level can be referred (via the DRS/School Special Education Supervisors) to the State I.A.C.C. for consideration and assistance.

3. Monitoring/Student Tracking

- Once a student has been working successfully for 60 days, the DRS file will be closed. VTSP staff will then follow-up in the first six months and one year after placement.

- After the first year, VTSP will track students annually for four (4) years. Therefore, students will be followed for five years after their DRS file is closed. (Demographic data, placement out comes, barriers to employment, etc. will be collected)

- If participants are not working when the follow-up is made, then VTSP will make appropriate re-assessment and referral.

- Follow-up data may not be available on uncooperative participants or those who move.

4. Quarterly/Annual Status Reports

-VTSP will maintain statical data on all clients with quarterly and annual reports providing information such as assessment and training services utilized, as well as, demographic and employment data.

-Quarterly statistical reports will be submitted to PAC members which will outline the number of students being served from each of the three school divisions and their current status (i.e., still in school, working, not cooperating)

-An annual report will be written at the end of each school year highlighting the VTSP staffs' activities and accomplishments for the year.

5. Review and Evaluation of Services

Currently being developed by the Professional Advisory Committee.

6. Job Descriptions/Characteristics

a. Position Title - Transitional School Specialist

The program will consist of two (2) Transition Specialists - one (1) funded jointly by Augusta, Staunton, and Waynesboro LEA's and one (1) funded jointly by DRS/JTPA (Shenandoah Valley Private Industry Council)

b. General Statement of Responsibilities

VTSP staff ensures the provision of transitional services for Augusta, Staunton, and Waynesboro School students with disabilities in order to help them move from a school setting into adult life. This coordination/provision of interagency services is aimed at fostering a student's successful participation in appropriate educational and vocational programs and help prepare the student for employment services to enable them to acquire employment, attain independence, and integration into community life.

c. Major Duties

* Coordinates and arranges for participant assessments to aid with transitional planning by using a variety of assessment methods/procedures (vocational evaluation reports, independent living skills assessment, classroom observations, employer/work situational assessments, academic achievement/functioning levels; medical, psychological, social information, etc.) in various community, as well as, in-school settings; collects and analyzes assessment data in order to develop an assessment profile.

* Develops and maintains case files on each student which addresses pertinent diagnostic and preliminary case study material, background data, test results, I.E.P./I.W.R.P.s, evaluation and training progress information, and case documentation, evaluations, etc.

* Develops/compiles assessment summaries to be contained in the case files and shared with classroom teachers and others who may need assessment data in order to help with the planned transitional services for I.E.P./I.W.R.P development.

* Arranges/coordinates transportation services for students participating in the program in order to access available community and school services/programs.

* Collects and maintains demographic data on all participants, including services provided, placement outcomes, follow-up data, etc.

* Designs and implements an in-service plan geared to teachers, DRS personnel and adult service providers, in order to share with and update staff on transitional services, issues, new proposals/methods, provide input for community based curriculum changes, etc.

* Develops and initiates a five (5) year follow-up system to determinee the long range aspects of transitional services and to identify needs for additional services, referrals, etc.

* Facilitates job retention of students placed in employment by providing job coaching as needed. Included with job coaching responsibilities are job development, task analysis, job

instruction, employer/co-worker education and intervention and structured supervision as needed.

* Develops a behavioral program centered around assessment/training/intervention strategies, to allow for more integrated involvement with client/parent/employer and other care givers (i.e., skill development data, on-task behavior documentation, quality/quantity outcomes)

* Advocates for students with parents, schools/DRS personnel, adult service agencies, community organizations and resources and provide support for students and their families and assist with issue clarification and problem resolution.

* Provides or arranges for individual/group counseling to deal with various related vocational and personal issues which may impact on the students' full participation in transitional services.

* Conducts public relations activities in conjunction with P.A.C. and local Special Education Advisory groups for local school/DRS staff; media representation; school board presentations; community presentation and activities; parent-employer programs; advisory groups; through participation on inter-agency groups, professional staffings, etc.

* Provides behavioral case documentation on each student to record pertinent data, progress, problems, achievements, etc. This documentation is maintained in a field book log with the final records being placed with the file for distribution to the appropriate school divisions once a case is inactive.

7. Other Personnel Issues

a. Position Funding

The Valley Transitional School Program is a cooperative venture between the three (3) local school systems of Augusta County, Staunton, and Waynesboro and the Virginia Department of Rehabilitative Services (Staunton Office) and the Shenandoah Valley Private Industry Council (JTPA). One Transition Specialist position is co-funded by the three (3) school divisions - Augusta (70%), Staunton (15%), Waynesboro (15%) and the second Transition Specialist is funded by JTPA (100%) and assigned to the Staunton DRS office.

b. Service By Position

There are two (2) special provisions involved with the initiation of the Valley Transitional School Program, namely:

1) JTPA Transition Specialist is required to certify eligibility for JTPA on all clients/students with whom he/she works. Therefore, in most all cases referred for VTSP services, JTPA eligibility will be determineed.

2) When a student has reached his/her 22 birthday and transitional services are still being provided, the school funded Transition Specialist will hand off case management responsibilities to either the JTPA Transition Specialist, the local DRS School Counselor or another appropriate adult services agency.

c. Holiday Schedule

Both Transition Specialists will adhere to the holiday schedule followed by Augusta County Schools (12 month contract personnel). See Appendix B.

d. Supervision

Daily supervision and support will be provided by the Director of Vocational and Special Services (Augusta County Schools). Additional programmatic guidance will be provided by the three (3) Special Education Supervisors for the three schools and the DRS Program Supervisor (Staunton field office). Annual goals and objectives will be established and at least one performance appraisal will be conducted with each VTSP staff, annually.

e. Housing

Housing will be offered by Augusta County Schools in the Wilson Annex Complex. Housing issues will be handled by the Director of Vocational and Special Services or his/her designee

f. Office Issues

Supplies and equipment needs will be provided jointly by the three (3) school systems and DRS with Augusta County Schools providing the lead in arranging for needed supplies/equipment, etc. Secretarial coverage will also be provided jointly with the (3) schools divisions and DRS (Staunton) with Augusta County Schools once again assuming the lead in the coordination of clerical support as needed.

g. Budget

An annual VTSP budget will be prepared by Augusta County and submitted to the other two (2) school systems and DRS as part of their regular budgetary process. Specific budget items will be addressed jointly by the schools and DRS/JTPA.

h. Case Disposition

All case files will be maintained in a confidential manner and in accordance with Augusta/ Staunton/Waynesboro School and DRS policy and procedures. Active cases will remain in the offices of the Transition Specialists and inactive (closed) cases will be returned to the Special Education Supervisor of the home school division after the five year follow-up process has been completed.

j. Master I.E.P. Schedule

VTSP will send a reminder to all special education teachers in April asking that they notify VTSP and the DRS School Counselor of I.E.P. meetings. VTSP and/or the DRS School Counselor will then attend the meeting if at all possible. Scheduling will be done on an individual basis.

j. Transportation

Augusta County vehicles will be available for use by the Transition Specialist hired by the schools. The JTPA Transition Specialist may use state vehicles from the Staunton Rehabilitation Office. Both staff members will be reimbursed for mileage if other forms of transportation are not available.

K. Inter-Agency Cooperative Agreement

See Appendix C.

III. RESOURCE DESCRIPTIONS

(A) STATE AGENCY GUIDELINES

(The following information on State Agency Guidelines has been obtained from a state wide task force V.A.S.T. - Virginia Approach to Systematic Transitioning - 1987.)

1. THE DEPARTMENT OF EDUCATION

Mission

Under the authority of the Constitution and laws of Virginia and regulations of the Board of Education, the Department of Education shall provide leadership and supervision in the administration of a system of quality education appropriate to the needs of individual students.

a. SPECIAL EDUCATION

Mission

The Department of Special Education provides a free and appropriate public education to the children and youth of Virginia for ages 2 through 21 who have intellectual, emotional or physical problems.

Eligibility

Article VIII, Section 1, of the Virginia Constitution delineates the General Assembly's responsibility for education as follows: "...shall provide for a system of free public elementary and secondary schools for all children of school age throughout the Commonwealth..." Chapter 13, Article 2, Section 22.1-214 of the code of Virginia states: "The Board of Education shall prepare and supervise the implementation by each school division of a program of special education designed to educate and train handicapped children..." Section 22.1-7 of the Code of Virginia addresses the educational responsibility for children and youth in

residence or in custody of State agencies. "Each State board, agency, and institution having children in residence or in custody shall provide education and training to such children which is at least comparable to that which would be provided to such children in the public school system." Further, the Code of Virginia provides that all handicapped persons from ages two to twenty-one, inclusive, residing in the Commonwealth of Virginia are identified, evaluated and have available a free and appropriate public education. The provisions set forth in these regulations apply to all public and private schools and agencies in the Commonwealth which provide special education and related services to handicapped children and youth.

A handicapped child is a child who has an intellectual, emotional or physical problem and who requires special education and related services. Handicapping conditions are specified in state and federal regulations as follows:

1. Preschool handicapped
2. Hard of hearing
3. Deaf; deaf-blind
4. Speech or language impaired
5. Mentally retarded
6. Multi-handicapped
7. Orthopedically impaired
8. Specific learning disabled
9. Visually handicapped
10. Other health impaired

11. Seriously emotionally disturbed

12. Autistic

13. Severely and profoundly handicapped

Services

The law requires that a free appropriate public education be provided for all identified handicapped children and youth in Virginia, ages 2 - 21 inclusive. A free appropriate public education means free special education and those related services required to meet the individual educational needs of a handicapped child.

The Department of Education directs and supervises the development and implementation of educational and related services for handicapped students in the Commonwealth by directly or indirectly providing the following services:

1. Disbursing all state and federal funds appropriated to the Department of Education to support the provision of educational and related services for handicapped children and youth

2. Identifying all handicapped children and youth from birth to age 21 who needs special education and related services

3. Informing the community of the rights of handicapped persons (2 through 21, inclusive) to a free appropriate public education

4. Informing the community that special education and related services are available, whether locally or in another appropriate setting

5. Establishing screening procedures for receiving and reviewing referrals for children and youth who may be handicapped

6. Evaluating all children suspected of having handicapping condition(s) who are in need of special education and related services

7. Informing parents, in language they can understand, and obtain written consent for a child who is evaluated

8. Conducting evaluations in the following four areas before a handicapped condition is determined and/or appropriate educational placement is considered: medical, educational, sociocultural, and psychological

9. Ensuring that evaluations are conducted by trained and qualified professionals

10. Providing information to parents of suspected or identified handicapped children regarding their rights

11. Developing an Individualized Education Plan (IEP) which identifies special education and related services appropriate to a child's needs

12. Providing full range of educational and related services designed to meet each handicapped child's needs at no cost to the parent (see list of related services below)

13. Providing or paying for transportation

14. Providing non-academic services and extracurricular activities with non-handicapped students to the greatest extent possible

15. Educating the handicapped child, as much as possible, with students who are not handicapped

16. Establishing and implementing procedural safeguards required by law and regulations

Related Services are defined in Virginia and federal regulations as transportation and developmental, corrective and other supportive services which are necessary to help a handicapped child benefit from special education. Some examples of related services are:

1. Psychological services

2. Counseling

3. School social work services

4. Physical or occupational therapy

5. Parent counseling

6. Other programs determined necessary for a handicapped child to benefit from special education may include:

   a. Vocational assessment

   b. Work experience/work co-op programs

   c. Prevocational education

   d. Work adjustment

   e. Supported employment

b. VOCATIONAL EDUCATION

Mission

The mission of the State Board of Vocational Education is to ensure that the vocational education needs of all youth and adults in Virginia are met consistent with the needs of the workplace.

Goals

Consistent with the needs of the workplace and with individual aptitudes, interests, and educational needs youth and adults in Virginia will:

1. Develop an awareness of employment or self-employment opportunities and requirements for making career choices and for determining their educational programs

2. Acquire the competencies needed for employment or self-employment in occupations of their choice and for which there are employment opportunities

3. Acquire the competencies needed for consumer use of goods and services for home and family living and for personal needs

4. Develop competencies needed for a successful transition from school to work with emphasis on leadership skills, the American private enterprise system, responsible citizenship and personal employability skills

5. Benefit from programs improved and updated through a comprehensive, coordinated vocational education delivery system

6. Benefit from programs which are developed through collaborative efforts with business, industry and government and which effectively use public and private resources.

Eligibility

Vocational education is made available to all students wishing to enroll in vocational education classes.

Special Programs Eligibility

The term handicapped, when applied to individuals, means individuals who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired persons, or persons with specific learning disabilities, who by reason thereof require special education and related services, and who because of their handicapping condition:

1. Cannot succeed in the regular vocational education program without special assistance
2. Require a modified vocational education program.

In Virginia handicapped students are identified through Special Education. When a handicapped student is enrolled in

vocational education, joint planning between Vocational Education and Special Education must take place.

Services

Vocational education programs may include:

1. Agricultural Education
2. Business Education
3. Health Occupations Education
4. Home Economics Education
5. Technology Education
6. Trade and Industrial Education
7. Special Programs

Instructional programs in vocational education which do not fit into the category of regular offerings are referred to as "special programs." These programs are designed specifically to meet the needs of students who for a variety of reasons cannot succeed in a regular vocational program without special services and assistance. Special vocational programs offer students with disabilities opportunities to meet realistic goals. Where other aspects of education may only reinforce the negative through repeated failures, the primary purpose of vocational special programs is to help develop the skills, knowledge, and attitudes that special needs students require to make them employable and/or capable of seeking further education and training.

Each vocational special program shall contribute to pro-

paration for optimum employment of each student. This includes development of objectives for students based on their interests, abilities, achievement level, intelligence, aptitudes and special needs. The same quality and variety of course offerings, instruction, employment and supplies made available to regular students must be made accessible to students enrolled in special vocational programs. These students shall have every opportunity to develop to their full educational and/or employment potential.

Note: To determine if a special education student should be enrolled in a regular vocational education class (mainstream) vs. special program, planning needs to take place within the Individual Education Plan (IEP) planning process. Those involved in the IEP planning process for vocational education should include regular IEP members and a representative of the vocational education department in the local school system.

c. ADULT EDUCATION

Mission

The purpose of Adult Education is to provide for the educational needs of the undereducated adults in Virginia and to expand the services of the public school system and personnel to the entire community. Adult Education provides programs that will enable adults in Virginia to continue their education to at least the level of completion of secondary school, thus making available the means to secure training which will enable them to become more employable, productive and responsible citizens.

Eligibility

1. Thirty day residency in Virginia
2. Minimum age 17, lacking completion of the 8th grade and functioning at a level below the 12th grade, or age 16 out-of-school youth

Services

1. The General Education Development (GED) instructional program is designed for persons who once were enrolled in school, but for varied reasons, did not complete requirements for high school graduation. The program provides an opportunity for recognition of educational development for those individuals since they withdrew from school.
2. Adult Basic Education (ABE) is a special program geared to meet the needs of adults who have less than a ninth grade education, who have trouble holding or finding a job because of limited education, or who want to improve their basic skills of reading, writing, English, arithmetic and history.
3. The Adult High School Diploma Program is for adults who want to earn their high school diploma.

4. The English as a Second Language (ESL) instructional program teaches English to non-English speaking adults.

5. The Americanization Instructional Program teaches students the information necessary to obtain American citizenship.

6. General Education Development (GED) testing: a battery of five comprehensive examinations in writing skills, social studies, natural sciences, reading and mathematics. The tests measure the major generalizations, ideas and intellectual skills that are acquired during four years of high school. Approximately seven hours are required to complete the battery of five tests.

7. Related instruction is provided to individuals enrolled in the Apprenticeship program which is sponsored by the Department of Labor and Industry. Participants receive both practical hands-on experience and related technical classroom instruction. While learning, students are paid a salary.

8. Adult literacy activities include: GED on television, cooperative education programs, in plant education programs, support for literacy councils, Adult Basic Education, Project Literacy United States (PLUS), staff development for Adult Basic Education teachers and adult resource centers.

2. THE VIRGINIA DEPARTMENT OF REHABILITATIVE SERVICES

Mission

The Virginia Department of Rehabilitative Services is the agency of Virginia state government that offers assistance to persons with physical, mental and emotional disabilities in order that they may become self-supporting and as independent as possible. Through the provision of comprehensive vocational rehabilitative services, persons with disabilities are appropriately prepared for suitable jobs and placed in gainful employment.

Eligibility

For a person to be declared eligible for services, the Department of Rehabilitative Services (DRS) must determine that a physical or mental disability does exist, that a vocational handicap has resulted due to the disability and there is a reasonable expectation that vocational rehabilitation services may benefit the individual in terms of employment.

General Services

General Services - DRS provides a comprehensive program of vocational rehabilitative services tailored to the individual needs of every disabled person it serves. The service delivery program is designed primarily around employment objectives but also include assistance in all related rehabilitative areas, such as housing, transportation and environmental accessibility.

Depending on needs, one or more of the following is available in the rehabilitative process:

1. A physical and/or psychological examination to determine the extent of disability and the chances for improvement

2. A vocational evaluation to identify skills, abilities, appropriate occupation and services necessary for a person to reach his or her maximum potential

3. Guidance and counseling to assist an individual in achiev ing reasonable expectations

4. * Physical and mental restoration services - such as medical, surgical and hospital care to reduce a person's disability as much as possible

5. * Vocational training to provide the knowledge and skills necessary for appropriate employment, as well as work adjustment training if needed

6. * Maintenance and transportation, if necessary, while a disabled person is undergoing training

7. Interpreter and note-taking services for the deaf

8. * Telecommunications, sensory and other technological aids and devices

9. * Occupational licenses, tools, equipment, stocks and supplies

10. Supported employment services to assist in job placement, job site training and follow-through

11. Other goods and services necessary toward obtaining employment

12. Job placement services to assist an individual in securing suitable employment

13. Job follow-up services to assure that predetermined objectives have been satisfactorily achieved

*NOTE: Once it has been determined that persons may begin the rehabilitation process, they may be asked to share the cost of the services.

Specialized Programs and Services

In addition to the general services previously listed, recipients may benefit from those listed below.

1. Virginia Spinal Cord Injury System: This comprehensive program is available to all Virginians with traumatic spinal cord injuries and is designed to begin immediately after an injury occurs (but not limited to this time frame) and extends through the completion of the rehabilitative process. Services provided by components of the System include medical and psychological treatment, oc cupational and physical therapy, patient and family education, individual and group counseling, vocational evaluation and training and work adjustment training. Also provided are drivers training, equipment evaluation, academic education and recreational programs. The Virginia Spinal Cord Injury System, located at Woodrow Wilson Rehabilitation Center in Fishersville, is a cooperative effort of DRS, the University of Virginia Medical Center (Charlottesville), the Medical College of Virginia (Richmond) and the Eastern Virginia Medical Authority/Norfolk General Hospital.

2. Services for the Deaf and Hearing Impaired: For Virginians who are deaf or have hearing disabilities, DRS provides specialized programs designed to meet their specific needs. A full range of rehabilitative services is available by means of trained counselors geographically located throughout the Commonwealth for the deaf at Woodrow Wilson Rehabilitation Center. These professionals are skilled in working with the deaf and hearing impaired and are fluent in American sign language.

3. Head Trauma Program: DRS's Head Trauma Program, located at Woodrow Wilson Rehabilitation Center in Fishersville, serves individuals who have been disabled due to traumatic brain injuries. Participants in the program are retrained to function to their maximum ability and are not necessarily required to possess vocational potential. However, employment is encouraged and often attained for those who are capable. Comprised of a team of professionals, the program staff members utilize modern technology and an intensive one-to-one approach in their rehabilitative training. Enrollment in this program is limited.

4. Rehabilitation Engineering Services: Rehabilitation engineering--the application of modern engineering

technology to improve the level of functioning for the disabled--is an integral service provided in the rehabilitative process. DRS has staff rehabilitation engineers, along with medical and vocational specialists located statewide to maximize the employment potential of persons with disabilities. These professionals design and modify equipment, as well as work sites, in order to enhance individual mobility and levels of communication to the fullest extent possible. When feasible, on-location services may be provided through DRS's Mobile Rehabilitation Engineering Unit.

5. Job Seeking Skills Program: Throughout most of Virginia, DRS offers a job seeking skills program for disabled individuals who are trained and ready to work but need assistance in applying for employment. This program primarily focuses on teaching participants how to complete job applications and how to appropriately respond during employment interviews.

6. Independent Living Services: Six independent living centers are available in Virginia to persons with disabilities who desire and need assistance in livingindependently. Five of the centers, located in Arlington,Charlottesville, Norfolk, Richmond and Winchester, are operated on a contractual basis. Woodrow WilsonRehabilitation Center in Fishersville, the sixth facility, is managed and staffed by the Department of Rehabilitative Services and offers residential housing while individuals undergo training. Any disabled person--not necessarily someone enrolled in the DRS program--may apply to these centers for assistance. The services provided include information and referral services, peer counseling and independent living skills training. Technical assistance, also, is rendered in a host of related areas, such as housing, transportation and attendant care.

Intake Process

1. DRS must be provided, by mail or telephone, the individual's name, address, zip code and telephone number, if available.

2. The counselor will establish an appointment at his office or some other place convenient to the individual.

3. If the individual is unable to keep the appointment, he must notify the counselor as soon as possible so another appointment may be scheduled.

4. If the individual is a minor, he is to be accompanied to the interview by a parent or legal guardian.

3. THE VIRGINIA DEPARTMENT OF MENTAL HEALTH, MENTAL RETARDATION AND SUBSTANCE ABUSE SERVICES

Mission

The mission of the Department of Mental Health, Mental Retardation and Substance Abuse Services is to assure and provide a comprehensive system of services that is responsive to the mental health, mental retardation, drug abuse, and alcohol dependency needs of the citizens of the Commonwealth. This system includes prevention, emergency, residential, outpatient/day support and inpatient/training services which are made available through the planned coordination of the programs of state facilities, state clinics and community service boards.

Eligibility

1. Mental health impairments as defined in the Diagnostic and Statistical Manual of Mental Disorders (DSM-III-Third Edition)., Axis V

2. Mental retardation
   - Mild
   - Moderate
   - Severe
   - Profound
   - Unknown/Unspecified

3. Substance abuse

   Mild

   Moderate

   Severe

Services

The following is a list of core services that are available statewide through the Virginia Department of Mental Health, Mental Retardation and Substance Abuse Services (MHMRSA). Every Community Service Board (CSB) does not offer every core service.

1. Emergency Services: Unscheduled mental health, mental retardation or substance abuse services are available 24 hours per day and seven days per week, which provide crisis intervention, stabilization, and referral assistance over the telephone, or face-to-face, if indicated, to individuals seeking such services for themselves or others. These emergency services may include walk-ins, home visits, jail interventions, and pre-admission screening and other activities for the prevention of institutionalization or associated with the judicial commitment process and the certification process for admission to mental retardation facilities.

2. Inpatient Services: Mental health, mental retardation or substance abuse services are delivered on a 24 hour day basis in a hospital or training center setting.

   a. Medical/Surgical - Acute medical treatment and/or surgical services provided in state facilities. Such services may include medical detoxification, orthopedics, oral surgery, urology, care for pneumonia, post-operative care, ophthalmology, ear, nose and throat and other intensive medical services.

   b. Skilled Nursing - Nursing services for mentally disabled individuals in state facilities who require nursing as well as other care. Skilled nursing services are most often required by acutely ill or

severely/profoundly mentally ill who suffer from chronic physical illnesses and loss of mobility. These services are provided by professional nurses, licensed practical nurses and qualified paramedical personnel under the general direction and supervision of a physician.

c. Intermediate Care Facility/Mentally Retarded - Services provided in state training centers for mentally retarded individuals who require active rehabilitative and training services, including respite and emergency care, but not the degree of care and treatment provided in a hospital or skilled nursing home.

d. Intermediate Care Facility/Geriatric - Services provided in State geriatric facilities which may include psychiatric treatment, therapeutic programs, medical and personal care. These services are provided by an interdisciplinary team to patients 65 years of age and older.

e. Acute/Intensive Psychiatric or Substance Abuse Services - Intensive short term psychiatric or substance abuse services provided in state mental health facilities or in local hospitals which are supported by Community Services Boards (CSBs) through contractual arrangements. These services may include intensive stabilization, evaluation, chemotherapy, hospital-based medical detoxification, psychiatric and psychological services and other supportive therapies provided in a highly structured and supervised setting.

f. Extended Rehabilitation - Intermediate or long term treatment provided in a state facility for individuals with severe psychiatric impairments and emotional disturbances, multiple handicaps and severe/profound mental retardation. These services may include rehabilitation training, skills building and behavioral management for those who are beyond the crisis stabilization and acute treatment stages.

3. Outpatient and Case Management Services: Mental health, mental retardation, or substance abuse services generally provided in sessions of less than three hours to clients in a non-residential setting.

a. Outpatient - Scheduled outpatient mental health, mental retardation, or substance abuse generally provided on an individual, group, or family basis, and usually in a clinic, similar facility, or other location. These services may include diagnosis and evaluation, counseling, psychotherapy, behavior man-

agement, psychological testing, ambulatory detoxification, chemotherapy and methadone maintenance.

b. Case Management - Services to assure identification and outreach to potential clients and continuity of care for clients with mental illness, mental retardation and substance abuse problems by assessing, planning with, linking, monitoring and advocating for clients in response to their changing needs.

4. Day Support Services: A planned program of mental health,mental retardation, or substance abuse treatment or train ing services generally provided in sessions of three ormóre hours to groups of clients in a non-residential setting.

a. Day Treatment/Partial Hospitalization - A treatment program that includes the major diagnostic, medical, psychiatric, psychosocial, and prevocational and educational treatment modalities designed for patients with serious mental disorders or substance abuse problems who require coordinated, intensive, comprehensive and multi-disciplinary treatment of pathologicalconditions not provided in an outpatient clinic setting.

b. Psychosocial Rehabilitation - Programs for mentally ill or substance abusing clients that provide certain basic opportunities and services--socialization, evaluation, training, vocational and educational opportunities, and advocacy--in the context of a supportive environment in the community focusing on normalization. Psychosocial rehabilitation programs emphasize strengthening client abilities to deal with everyday life instead of focusing on the treatment of pathological conditions.

c. Extended Sheltered Employment or Work Activity - Programs which provide remunerative employment for clients with mental illness, mental retardation and substance abuse problems as a step in the rehabilitation process for those who cannot be readily absorbed in the competitive labor market. These may include sheltered employment programs and specialized vocational training programs.

d. Adult Developmental/Activity Center/Developmental Day Programs for Adults - Programs providing instruction and training for mentally retarded/developmentally disabled adults (age eighteen or older) in order that they may progress toward independent functioning.

e. Education/Recreation = Programs designed to provide education, recreation, enrichment, and leisure activities. Programs can consist of daily, weekly, monthly activities which are carried out during the summer or throughout the year.

f. Supported or Transitional Employment = Programs which provide paid employment, often at or above minimum wage, in a variety of normal, business or industry-integrated, work settings with job site training and ongoing support from professional program staff to facilitate job retention. These programs serve individuals with severe disabilities irrespective of age or vocational potential. Examples include work enclaves and supported employment in competitive settings.

g. Alternative Day Support Arrangements = Day support alternatives not included in preceding subcategories which assist clients in locating day support settings and may provide program staff, follow along, or assistance to the client to maintain the independent day support arrangement.

3. Residential Services: Overnight care in conjunction with an intensive treatment or training program in a setting other than a hospital or training center; or overnight care in conjunction with supervised living and other supportive services.

a. Intensive Treatment or Intermediate Care Programs = Mental Health Residential Treatment Centers, such as adolescent treatment programs; Intermediate Care Facilities for the Mentally Retarded (ICF/MR), which deliver active habilitative and training services in a community setting; and Medical/Social Detoxification Programs, which are non-hospital based and normally last from 3-7 days.

b. Primary Care = Substance abuse rehabilitation services which normally last no more than four months, with three to four weeks as the expected length of stay.

c. Therapeutic Community = A substance abuse psychosocial therapeutic milieu with an expected stay exceeding four months.

d. Group Homes/Halfway Houses = Facilities operated or contracted by CSBs which provide residence and 24 hour supervision for individuals who may require training and assistance in basic daily living functions such as meal preparation, personal hygiene, transportation,

recreation, laundry, and budgeting.

e. Supervised Apartments = Programs operated or contracted by CSBs which provide residence for individuals who have achieved a limited capacity for independent living but who also require varying degrees of assistance, support, supervision and staff intervention in order to function in the community.

f. Domiciliary Care = Provision of food, shelter, and assistance in routine daily living but not training; this is primarily a long-term setting but the expected stay can be brief. This is a less intensive program than a group home or supervised apartment; an example would be a licensed home for adults funded by a community services board.

g. Residential Respite/Emergency Shelter = Programs which provide beds in a variety of settings reserved for short term stays, usually several days to no more than several weeks. Residential respite may be used for crisis stabilization, emergency shelter, or public inebriate shelter.

h. Sponsored Placements = Programs which place clients in residential settings and provide substantial amounts of financial, programmatic, or service support. Examples include specialized foster care, family sponsor homes and residential services contracts for specified individuals. The focus is on individual client residential placement rather than on organizational entities with structured staff support and set numbers of beds described in preceding subcategories.

i. Supported Living Arrangements = Innovative residential alternatives not included in preceding subcategories which assist clients in locating assistance. The focus may be on assistance to the client to maintain the independent residential arrangement. Examples include homemaker services, public-private partnerships and non-CSB subsidized apartments.

c. Prevention and Early Intervention Services: Activities which seek to prevent, or ameliorate the effects of mental illness, mental retardation, and substance abuse.

a. Prevention = This is a proactive process which involves interacting with people, communities, and systems to promote the strengths and potentials of those individuals currently not in need of treatment and which is aimed at substantially reducing the occur-

rence of mental illness, mental retardation, and alcohol and other drug dependency and abuse. Examples of prevention services and activities may include: consultation and education, community network development, public information, training and education and program consultation and development.

b. Early Intervention - These activities are intended to improve functioning in those people identified as beginning to experience problems or circumstances which are likely to result in mental illness, mental retardation, or substance abuse. Examples of early intervention services may include: client-based case consultations, education groups, and parent-infant education or infant stimulation programs.

4. THE STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

Purpose

The State Council of Higher Education for Virginia is Virginia's state agency charged with coordinating the Commonwealth's public colleges and universities and providing a variety of other services pertaining to higher education.

Responsibilities

1. To develop a master plan for Virginia's higher education system and to conduct other planning activities
2. To establish guidelines for operating and capital outlay budgets of the institutions of education and to review and make recommendations on institutions' budget requests to the Governor and the General Assembly
3. To approve changes in institutional missions
4. To approve any new degree program proposed by a public institution
5. To terminate non-productive degree programs in public institutions
6. To approve the enrollment projections of the individual institutions
7. To grant approval to in-state private institutions to confer degrees by level and to approve degree programs and coursework offered in Virginia by out-of-state institutions
8. To involve the private and proprietary institutions in the state's overall planning for post-secondary education
9. To administer five statewide student financial assistance programs
10. To provide guidelines for determining the domiciliary residence of students applying for in-state tuition rates

11. To establish guidelines for patent and copyright policies developed by the public colleges and universities

12. To coordinate the continuing education offerings of the public institutions

Council Programs and Activities
Academic

1. Academic Common Market allows participating students to pay in-state tuition as part of an arrangement among 14 southern states. Students studying in eligible undergraduate and graduate programs outside their home estates qualify for the program.

2. Education for Economic Security Act provides awards for programs that improve the skills of elementary and secondary education teachers.

3. Eminent Scholars Program provides matching funds against the income from public institutions' endowments designated by their donors for attracting and retaining eminent scholars.

4. Funds for Excellence is designed to raise the level of excellence at Virginia's public colleges and universities.

5. Higher Education Equipment Trust Fund provides money to be allocated among the institutions to lease instructional equipment through the Virginia College Building Authority.

6. Outstanding Faculty Awards Program awards money to outstanding faculty members at Virginia's public and private institutions.

7. Regional Grants and Contracts allows Virginia residents to pay in-state tuition rates for programs not offered at a Virginia college. Agreements between the Commonwealth and institutions in other states are applicable to Virginia residents who want to study library science, forensic science, forestry, optometry, and medicine and dentistry (at Meharry University).

Affirmative Action

1. Commonwealth Faculty Development Program assists the professional development of faculty members at Norfolk State and Virginia Universities. Research leaves, educational leaves and released time from customary teaching duties for up to three years are funded for faculty members pursuing terminal degrees or doing post-doctoral research. Funds also are

provided for conferences, workshops and symposia in their fields of specialization.

2. Commonwealth Visiting Professors Program assists the public institutions in recruiting nationally outstanding other-race professors for one or two-year appointments.

3. Funds for Excellence Subprogram promotes the development or special projects and activities to attract and retain undergraduate other-race students. Institutions submit recruitment and retention proposals that emphasize preparing other-race high school students for college.

4. Retention Conference provides an annual forum for administrators and faculty to exchange information on retaining students, particularly black students, and helping them succeed in college.

5. Potential Graduate Students Conference encourages college juniors and seniors, particularly black students, to continue on to graduate school after receiving their bachelors' degrees.

6. Summer Program for Undergraduates gives undergraduates, particularly black students, the opportunity to attend graduate classes and to prepare for graduate school.

7. Virginia Student Transition Program offers academic and social preparation for academically underprepared other-race high school students. Those students who qualify for admission to particular institutions but have one or more identifiable academic deficiencies are required to participate in the programs, which provides tutoring, counseling nd instruction in study methods.

8. Virginia Transfer Grant Program offers full tuition grants to black college students transferring from two-year institutions to one of Virginia's 13 traditionally white public senior institutions and to white students who transfer to either Virginia State University or Norfolk State University, Virginia's two traditionally black public institutions.

9. Vita Bank contains 380 current resumes of other-race faculty who may be considered for faculty and administrative positions at Virginia public institutions of higher education.

Financial Aid

1. College Scholarship Assistance Program provides need-based aid to both public and private college students. A significant amount of federal matching money is made available

to this program, and the funds are distributed by the institutions.

2. Congressional Teachers Scholarship Program provides federally funded scholarships that are administered by the Council. Outstanding high school students that intend to become teachers receive loans that are forgivable after they complete a specified teaching service.

3. Eastern Shore Tuition Assistance Program aids Virginia's Eastern Shore students in attending Maryland senior institutions that are closer to their homes than Virginia's senior colleges.

4. Virginia Scholars Program provides renewable merit scholarships of $3,000 each annually to 45 outstanding high school students and five community college students planning to enroll full-time at Virginia institutions of higher education.

Council Publications

1. Council Notes is a summary of actions taken at the Council's monthly meeting.

2. Directory of Undergraduate Degree Program at Virginia Colleges and Universities and Directory of Graduate Degree Programs at Virginia Colleges and Universities list all of the degree and certificate programs offered by public and private two and four-year institutions. In addition, information on financial aid, admissions requirements and special grant programs, and the addresses and phone numbers of the colleges are provided.

3. Fact Book on Higher Education in Virginia contains information on public and private institutions of higher education, including head count, enrollment, fees, tuition, faculty, appropriations, student aid and summary of the Council's responsibilities and programs.

4. Financial Aid Information Brochures on sources of financial aid are available through SCHEV. Materials on state, federal, loan grant and scholarship aids are available.

5. Higher Education Studies are completed at the request of the General Assembly on issues of importance to higher education in Virginia.

6. On Line (news letter) is a bimonthly newsletter containing articles on Council programs and activities, plans and goals, information on Virginia colleges and universities and relevant material on higher education in general.

7. Virginia Plan is a biennial publication which describes Virginia's system of higher education.

Other Sources of Information on Post-secondary Education

Virginia View is a career information hotline(800/542-5870) and microfiche information delivery system based a Virginia Polytechnic Institute and State University. It provides information on post-secondary programs by types of schools; apprenticeship programs; military training opportunities; post-secondary school descriptions, including degrees offered by institutions; specific occupations and assistance training programs. The materials are available by writing Virginia VIEW at 205 Roanoke Street, Blacksburg, Virginia 24061.

THE VIRGINIA COMMUNITY COLLEGE SYSTEM

Mission

The Virginia Community College System functions within the educational community to assure that all individuals in the diverse regions of the Commonwealth of Virginia are given a continuing opportunity for the development and extension of their skills and knowledge through quality programs and services that are financially and geographically accessible.

The Virginia Community College System, through comprehensive community colleges, provides leadership in determining and addressing both the needs of individuals and the economic needs of the colleges' service areas.

Occupational-Technical Education, Transfer Education, Developmental Studies, Continuing Education, and Community Service are the primary avenues through which the mission is fulfilled. To assure that all students have the opportunity for success, each college shall provide a comprehensive program of student development services.

Eligibility

Any person who has a high school diploma or the equivalent, or who is 18 years of age and in any case is able to benefit from a program at a community college, may be admitted to the college as a regular student, a special student or a non-curricular student when certain required items have been received by the Office of Admissions. The college reserves the right to evaluate special

cases and to refuse admission to applicants when considered in the best interest of the college.

Residence Requirements

A Virginia resident is one who has been domiciled in, and is and has been an actual bona fide legal resident of Virginia, for a period of at least one calendar year prior to the commencement of the term or quarter for which enrollment is desired. Questions concerning residency requirements should be directed to the college's Coordinator of Admissions and Records.

Academic Programs and Services

1. Occupational-Technical Education: The occupational and technical education programs are designed to meet the increasing demand for technicians, semi-professional workers and skilled craftsman for employment in industry, business, the professionals and government. The curricula that are planned primarily to meet the needs for workers in the region being served by the college.

2. College Transfer Education: The college transfer programs include college freshman and sophomore courses in arts and sciences and pre-professional areas for transfer to baccalaureate degree programs. These programs are equivalent to those provided in the four-year degree granting institutions in order to facilitate the transfer of students from the community to four-year colleges and universities.

3. General Education: The programs in general education encompass common knowledge, skills, and attitudes needed by each individual to be effective as a person, a member of a family, a worker, a worker, a consumer and a citizen. General education courses are included as an integral part of every occupational-technical and college transfer program.

4. Continuing Adult Education: Adult education programs are offered to enable adults in a community college region to pursue lifelong learning experiences. Contin-

uing education includes both degree credit and non-degree credit courses and activities offered during the day and evening hours.

5. Special Training Programs: Special training may be provided where specific job opportunities are available for new or expanding industries. Special training is coordinated with Virginia's economic expansion efforts and with the needs of employers.

6. Preparatory Programs: These programs are designed to help the individual develop basic skills and knowledge (primarily math, english and reading) necessary to succeed in other community college programs.

7. Specialized Regional and Community Services: The facilities and personnel of each college are available to provide specialized services to help meet the cultural and educational needs of the region served by the community college. These services include non-classroom and non-credit programs, cultural events, workshops, meetings, lectures, conferences, seminars and special community projects which are designed to provide needed cultural and educational opportunities for the citizens of the region.

Student Development Services

1. Counseling: As a service to its students and the community, each community college maintains a staff of professional counselors in addition to a system of faculty advisors. The counseling department functions to assist students in making intelligent decisions regarding their careers, educational and personal social plans. As part of this assistance, counselors make available to students appropriate tests, career and educational resources,and information regarding financial assistance, job placement, transferring and student activities.

2. Testing: A comprehensive testing program for students is conducted by the Counseling Department on each community college campus. Some colleges require admissions testing to assist with educational planning, but not as a means of determining a student's admission to the college. In addition, a variety of optional tests are usually available to interested students for assessing occupational interests, personality, aptitude, study skills, reading level and other areas. Specialized subject tests are sometimes used by instructors to assist students in evaluating their background and/or progress in a specific subject area. Some colleges also serve as testing centers for the College Entrance

Examination Board e.g., SAT, American College Testing Service e.g., ACT, and occupational certification tests.

4. Orientation: Each new student admitted to a community college certificate, diploma, or degree program is required to complete Orientation, a one credit course designed to assist new students in becoming better acquainted with college life, so they may take full advantage of the facilities and services offered by the college. The community colleges in the VCCS vary in their orientation activities and requirements. In many cases, specialized orientation courses are available to help students with special needs such as study skills, career exploration, etc. Information on orientation is available from the Counseling Department at each campus.

5. Student Financial Aid: It is the desire of each community college that no qualified student be denied the privilege of attendance because of financial need. A variety of grants, loans, work-study programs and, in some cases, scholarships are available for qualified students at all VCCS community colleges. Students who desire to apply for financial aid should secure an application from the college's Financial Aid Officer.

6. Occupational Placement Service: Its main objective is career counseling and job-hunting assistance for students. In addition, the college's Placement Officer coordinates opportunities for employment prior to graduation by maintaining continuous contact with business, industry, the professions, federal and state governments, and the Virginia Employment Commission. Some employers recruit qualified applicants on campus. Also, the Placement Office assists students who wish to secure part-time or full-time employment while attending college and during vacations. Students who seek part-time work are encouraged to do so with a view to their future career plans. The experience gained will assist them in finding permanent and satisfying positions upon completion of their education.

7. Transfer Counseling: Counseling assistance is provided to all community college students planning to transfer to four-year colleges and universities. Personal academic advising throughout their community college experience aids the transfer student in selecting courses necessary to meet freshman and sophomore level course requirements at four-year institutions. Assistance in finding information about four-year college and university curricula programs and help with the transfer application process are also available from all of the community colles' counseling departments.

8. Student Follow-Up: Each community college maintains a graduate follow-up service. Information is gathered from alumni

concerning their employment upon graduation, or their academic status if they have transferred to a senior college or university. This information, along with evaluation from non-graduates, employers and community organizations, is used as one means to evaluate student services, curricula, specific courses, facilities, quality of instruction, and to identify alumni, who may need further assistance with their life plans.

9. Co-Curricular Activities: Various clubs and other Co-Curricular Activities exist on VCCS campuses. Information about student activities may be obtained from the Coordinator of Student Activities at each college. Each community college has an appropriate program of health, physical education and recreation, including intramural and extramural programs on campus or off campus in community facilities. Alumni associations are also active at many of the colleges.

10. Veterans Assistance: All community colleges maintain an Office of Veterans Affairs for providing services to veterans, active military personnel and dependents enrolled at the college, and to veterans in the local area served by the college. Information regarding eligibility, benefits, and application procedures can be obtained from the Veterans Affairs Officer at any community college.

11. Special Student Services: Many VCCS colleges offer Special Services to their students. Special Services are normally designed for students with academic potential who, by reason of a disadvantaged educational, cultural or economic background, or disability are in need of services to assist them to initiate, continue,or resume their post-secondary education, and to enhance their success in the academic environment. The goal of Special Services is to assist students in remaining in college and successfully completing their program of study. Special Services may include tutoring, career counseling, personal counseling, assistance in obtaining financial aid, academic counseling, cultural activities, and individualized assistance as needed.

Intake Process

The intake process for most community colleges in Virginia includes the following documentation:

1. A completed official application for admission

2. Official transcripts from all high schools, (optional if record is 10 or more years old or student has completed 20 semester or 30 quarter credits in the VCCS or some other accredited college or university, or high school

transcripts are determined to be of no value for college/or curricular admissions), colleges and university attended

3. Some colleges may require placement testing as part of their admissions procedures.

For all non-curricular students, a completed official application for admission is required. For students with special needs, it is imperative that they get an early start - applications should be filed at least six weeks before the quarter begins. An early application will facilitate setting up the necessary support services so that everything is in place before the student begins classes.

After the student has filed an application, particularly if she is a first-time student, she needs to see a counselor in the counseling office for her initial intake and assessment. This procedure varies from student to student, but fundamentally, the counselor meets with the student to implement the following:

1. Placement tests are sometimes given by the college in basic skill areas of math, reading and writing; these placement test scores are used to determine if a student needs any developmental course work before attempting college level work.

2. A review of the student's high school transcripts, standardized test scores and information from the student's application is then undertaken. The more information the student is able to furnish at the initial review, the more help the counselor can provide. Students are encouraged to discuss financial aid needs, their disibilitie(s), if they work, their goals for a college program and their career objectives.

3. The next step in the assessment process is the determination of a curriculum of study, selection of a class schedule and registration. The student's plans to go to work immediately after completing a program of study or

pursue a four-year degree will determine the need for selecting an occupational/technical curriculum or a transfer curriculum. Students who receive financial aid or support from other agencies must be assigned a curriculum of study.

Key Factors for Students with Disabilities to Consider When Choosing a Community College

1. General Overview: Students should make arrangements with the college's Dean of Student Services or Dean of Instruction to visit the campus.

2. Accessibility: Students with physical disabilities should assess the terrain, buildings, transportation, time needed to travel between buildings and climate of the area.

3. Medical Facilities: Anticipate needs and whether college and/or community can provide adequate medical services.

4. Precedence: What is the college's history of former students with disabilities' success in adapting to the environment? Compare notes with alumni or active students.

5. Community Resources: Does the community have resources such as health, recreation and transportation or does it pose barriers?

6. Residential VS Commuting Problems: What are the implications of each?

7. Orientation: What is provided to new students?

8. Academic Advisement: What are the programs like? Does the college have well rounded services to provide a variety of support and promote retention?

9. Time Management: What problems will be presented by the 168 hour week? There are large amounts of available non-school time that students must fill with student activities, leisure time, work, studying, etc. What options are there for students with disabilities?

10. Attitudes: What are the attitudes of non-disabled students, faculty and staff?

11. Accommodation: Does the college have provisions for making college personnel aware of academic problems that may need continued attention if the student enrolls?

VCCS Colleges with Special Services Projects

Dabney S. Lancaster Community College
Clifton Forge, VA

J. Sargeant Reynolds Community College
Richmond, VA

New River Community College
Franklin, VA

Paul D. Camp Community College
Franklin, VA

Rappahannock Community College
Glenns, VA

Southwest Virginia Community College
Richlands, VA

Virginia Western Community College
Roanoke, VA

Wytheville Community College
Wytheville, VA

Blue Ridge Community College
Weyers Cave, VA

3. The Governor's Employment and Training Department

Mission

The Governor's Employment and Training Department promotes the effective and efficient delivery of employment, training and related services through the administration and oversight of job training Act activities and the analysis of related human resource needs, priorities and programs.

Job Training and Partnership Act

Mission

The purpose of the Job Training and Partnership Act program is to establish programs to prepare youth and unskilled adults for entry into the labor force and to afford job training to those economically disadvantaged and other individuals facing serious barriers to employment who are in special need of such training to obtain productive employment.

Eligibility

Job Training Partnership Act (JTPA) is for youth ages 14-21 and adults who are economically disadvantaged. The term "economically disadvantaged" means an individual who (A) receives, or is a member of a family which receives cash welfare payments under a federal, State, or local welfare program; (B) has, or is a member of a family which has a total income for the six-month period prior to application for the period of participation which

of unemployment compensation, child support payments, and welfare payments) which, in relation to family size, was not in excess of the higher of: (i) the poverty level determined in accordance with criteria established by the Director of the Office of Management and Budget, or (2) 70 percent of the lower living standard income level; (C) is receiving food stamps pursuant to the Food Stamp Act of 1977; (D) is a foster child on behalf of whom State or local government payments are made; or (E) in cases permitted by regulations of the secretary, is an adult handicapped individual whose own income meets the requirements of clause (A) or (B), but who is a member of a family whose income does not meet such requirements (P.L. 97-300).

Services

The local Private Industry Council (PIC) determines the service mix for each Service Delivery Area (SDA). The allowable services may include:

1. Job search assistance
2. Job counseling
3. Remedial education and basic skills training
4. Institutional skill training
5. On-the-job training
6. Programs of advanced career training which provide a formal combination of on-the-job and institutional training and internship assignments which prepare individuals for career employment

7. Training programs operated by the private sector, including those operated by labor organizations or by consortia of private sector employers utilizing private sector facilities, equipment and personnel to train workers in occupations for which demand exceeds supply

8. Outreach to make individuals aware of, and encourage the use of employment and training services

9. Specialized surveys not available through other labor market information sources

10. Programs to develop work habits and other services to individuals to help them obtain and retain employment

11. Supportive services necessary to enable individuals to participate in the program and to assist them in retaining employment for not to exceed six months following completion of training

12. Upgrading and retraining

13. Education-to-work transition activities

14. Literacy training and bilingual training

15. Work experience

16. Vocational exploration

17. Attainment of certificates of high school equivalency

18. Job development

19. Employment generating activities to increase job opportunities for individuals in the area

20. Pre-apprenticeship programs

21. Disseminating information on program activities to employers

22. Use of advanced learning technology for education, job preparation and skills training

23. Development of job openings

24. On-site industry-specific training programs supportive of industrial and economic development

25. Follow-up services with participants placed in unsubsidized employment

26. Coordinated programs with other Federal employment-related activities;

27. Needs-based payments necessary to participation in accordance with a locally developed formula or procedure

28. Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of that training

29. Exemplary youth programs
- education for employment programs
- pre-employment skills training programs
- entry employment experience programs
- school-to-work transition assistance programs

6. THE VIRGINIA EMPLOYMENT COMMISSION

Mission

The mission of the Virginia Employment Commission is to ensure employment stabilization in the Commonwealth of Virginia through:

1. Work-ready labor force for Virginia's employers
2. Temporary income protection to involuntarily unemployed workers
3. Labor market and economic information to business, educational institutions and citizens of the State

Eligibility

United States citizens age 16 years and older

Services

1. Job referral/job placement: applicants are referred on the basis of skills, knowledge and abilities to relative to job orders listed with VEC

2. Aptitude testing: applicants are given the General Aptitude Test Battery (GATB) to measure their potential to perform any job listed in the Dictionary of Occupational Titles

3. Proficiency testing - clerical fields: typing and shorthand proficiency tests are given to all applicants seeking employment in clerical fields;

4. Veterans Service - counseling, testing, job referral, placement (181 days active duty service and all but dishonorable discharge)

5. Dislocated Worker Program:
   - unlikely to return to former occupation due to plant closure or decline of that occupation
   - provide job search, job development, training, supportive services and relocation

6. Choice/Change Seminars: Vocational choice sessions to assist the applicant in making an appropriate vocational choice

7. Employability Training: job finding and job keeping skills training as well as job interview preparation

Special Services

1. Pre-employment services to prepare individuals with disabilities for employment, including job seeking skills and job development

2. Job placement for individuals with disabilities who are prepared for competitive employment

3. Assistance to prospective employers for job modification and restructuring, including assistance from the Department of Rehabilitative Services (DRS) staff as needed

4. Referrals to DRS for VEC applicants with disabilities who may be in need of vocational rehabilitation services

5. Targeted Jobs Tax Credit (TJTC): VEC determines TJTC eligibility which will allow employers to obtain a tax credit of up to 40 percent of the employee's first $6,000 of wages paid in the first year

Each Local Job Service office has a designated person who is the representative for persons with disabilities. Listed below are the duties and responsibilities of the representative.

1. This person is the liaison person between Job Service and other agencies or organizations who work with persons who have disabilities.

2. The representative is responsible for keeping the local office staff up to date on any matter concerning the persons with disabilities.

3. The representative works with management to see that:

   a. full applications are taken on each applicant,

   b. the applicant has received all Job Service services that he or she needs.

4. The representative attends and is active with organizations and committees who serve or advocate improved conditions or services for persons with disabilities.

The overall policy of Job Service is to treat all applicants equally. When an applicant has the need for special services,

i.e., he or she is not job ready, then he or she will be referred to the component that best serves the applicant's needs. The following services are rendered through Job Service offices.

1. Counseling and testing
2. Employability Training
3. Job development
4. Referral to service agencies

Intake Process

All applicants for employment services must:

1. Seek out their nearest VEC office
2. Register with the office receptionist
3. Complete an application consisting of a group and an individual interview

7. THE VIRGINIA DEPARTMENT FOR THE VISUALLY HANDICAPPED

Mission

Vocational rehabilitation services with in the Virginia Department for the Visually Handicapped provides comprehensive services to relieve or reduce to the greatest extent possible handicaps caused by severe visual limitations, blindness, or deaf-blindness with special emphasis on assisting its clients in attaining useful, productive, and self-sustaining citizenship.

Rehabilitation services are provided to assist blind and visually impaired persons in employment; to establish self-esteem; and to prevent, eliminate, or reduce economic and personal dependency.

Eligibility

A visual disability must exist that constitutes one or more of the following:

1. Visual acuity of 20/200 or less in the better eye, distance vision with best correction (legally blind)
2. A field restriction to 20 degrees or less in the better eye (legally blind),
3. A visual acuity between 20/100 and 20/200 in the better eye, distance vision with best correction, the inability of the person to adjust satisfactorily to the loss of vision and the need on the part of the person for specialized services available through the department (severely disabled)
4. A field limitation to 30 degrees or less in the better eye combined with the inability of the person to adjust satisfactorily to the loss of vision and the need on the part of the person for specialized services available through the department (severely disabled)
5. Night blindness, or a rapidly progressive eye condition.

which, in the opinion of a qualified ophthalmologist, will reduce distance vision to 20/200 or less inn the better eye with correction

6. Where eye treatment and/or surgery are recommended regardless of visual acuity

Vocational Handicap

The Vocational Rehabilitation (VR) counselor must determine that a vocational handicap has resulted due to the visual disability. The disability must be a substantial handicap to employment because of the limitation imposed, together with any secondary diagnosed disabling conditions and related factors. The existence of a visual disability alone does not constitute a vocational handicap nor does it automatically establish eligibility for VR services. A substantial handicap to employment exits when the visual disability condition:

1. interferes with the opportunity for suitable employment,
2. has interfered with the preparation for suitable employment,
3. causes loss of employment,
4. requires special assistance in securing suitable employment or in performing job duties,
5. causes employment to be in jeopardy.
   Services may be provided to individuals who are <u>unsuitably</u> employed. This determination must be based upon a through comparison with others employed in the same occupation and must be documented. (This does not mean that a person just because he or she is visually impaired and decides to change jobs, is automatically eligible. The person must still have a handicap to employment to meet this criterion.)

Feasibility (Reasonable Expectation)

The VR counselor must make the determination that there is reasonable expectation that VR services will benefit the

individual in terms of employability. Employability refers to the determination that VR services have a high probability of enabling the individual to:

1. Enter the competitive labor market consistent with abilities and interest
2. Practice a profession
3. Enter self-employment
4. Function as a homemaker using the "homemaker" criteria established by DVH where the person must:
   a. Live alone
   b. Take care of another person unable to function as a homemaker
   c. Free another person in the home to obtain employment outside the home
   d. Share the majority of the homemaking responsibilities with another person in the home
5. Become an unpaid farm or family worker receiving payment in kind rather than in monetary means
6. Function in sheltered employment
7. Operate a home industry or perform other gainful homebound work
8. Operate a vending stand under the Randolph-Sheppard Act

Primary Services

1. Low Vision Services: Low vision examinations, intended to improve useful reading vision to persons who cannot read with conventional glasses, are available by appointment. A follow-up counseling and training programm in the home is aimed at ensuring that maximum benefit is gained from the low vision optical aids prescribed. Clinics are held in charlottesville, Norfolk, Falls Church, Richmond, Roanoke and the Bristol areas. Referrals are made by various programs of the Agency and other interested sources. Low vision aids and training are also available to school age youngsters and to trainees at the Rehabilitation Center for the Blind.

2. Rehabilitation Teaching Services: Rehabilitation teaching is the process of guiding and instructing a visually hand-

icapped person through an individualized plan of instruction designed to help him or her carry out daily activities to maintain or regain his or her place in the mainstream of society. Individuals receive direct services from the Rehabilitation Teachers in adjustment counseling, basic orientation, daily living skills, braille, typing script writing, homemaking, therapeutic crafts, recreation, and many other skills to overcome or minimize the effects of their visual handicap.

3. Social Services: This program offers social services through local departments of social services under DVH programmatic supervision. These local welfare agencies offer a wide range of social services for visually handicapped persons and determine eligibility of legally blind persons for Medicaid and financial services. In its liaison role, the DVH Social Services staff provides training, consultation, service as client advocate and develops and conducts outreach activities.

4. Vocational Rehabilitation Services: Complete evaluations, consisting of eye, ear, and general medical examinations, are provided, as well as special aptitude and ability tests, psychological test, work evaluations and vocational exploration. Vocational counseling and personal adjustment services are available to clients. Physical restoration eye operations and hospitalization are a provided to a limited number of individuals. Training, including on-the-job, vocational, technical, and college, is made available to qualified persons. Job placement and follow-up services are given major emphasis.

5. Volunteer Services: Volunteers provide a wide variety of services to Department staff and to visually handicapped persons. These services include, but are not limited to, transportation, recreation, shopping, friendly visits, telephone assurance, recording printed material, reading and assisting Agency professional staff. Volunteers are screened and placed according to their individual skills and interest. For further information regarding Volunteer Services, contact Headquarters or the Regional Offices.

6. Instructional Materials and Resource Center: The IMRC, which is an adjunct to Library, supports the Education Services and Vision Programs. Large print and braille texbooks, as well as specialized equipment and materials, are supplied to Virginia's blind and visually impaired children.

7. Education Services: Visually handicapped infants, children and youth can receive developmental can receive developmental, educational, vocational and adaptive services in their homes, schools and local communities. Staff members provide

direct instruction to the child and support/technical assistance to parents and school personnel. Braille and large print textbooks, special equipment and teaching materials are available to support the individual programs prepared for each child.

8. Vending Facilities: Blind and visually handicapped persons are established in businesses of various kinds, including vending facilities and snack bars in public and private buildings. The Agency secures the location, furnishes equipment, initial stock and operating capital and provides training and supervision for the operator. The Agency is assisted in this task by Business Opportunities for the Blind, Inc.

9. Virginia Industries for the Blind - at Charlottesville and Richmond: A variety of items are produced in both workshops including brooms, pillow cases, mattresses, food service caps, high-jump and pole vault pads, safety vests, mops, writing instruments and many other products. Items are sold to federal and state governments and to the public. Many of the workers have other disabilities in addition to blindness. Work adjustment, training and employment services are provided to blind and visually impaired individuals.

10. Virginia Rehabilitation Center for the Blind: The Center provides a program of evaluation, adjustment and prevocational training which enables clients to learn skills necessary for greater independence, efficiency and safety on the job, at home and in some social settings. People come to the Center from all parts of Virginia and may receive training from one month to a year, depending on their individual needs for services. Center counselors, vocational evaluators, rehabilitation instructors, orientation and mobility specialists and other professionals assist the individuals in achieving their personal, social and/or vocational goals.

Special Services

1. Career Seminar: This program is a biannual event for blind and visually impaired youth to explore to explore career opportunities, learn job seeking skills and talk with visually impaired and blind individuals about their work experiences. The two and one-half day seminar also includes site visits to local businesses and industry.

2. Summer Adjustment: This program is a concentrated eight week session held at the Virginia Rehabilitation Center for the Blind in Richmond, Virginia. During the summer, students develop daily living skills and community awareness, and participate in vocational evaluation and career exploration. These young people also experience living away from home and

[redacted]

existing service providers (doctors, regional offices of the Department of Rehabilitative Services and the Virginia Employment Commission, client rights advocates, local welfare departments, hospitals and others). At the same time, they use the specialized skills of contracted interpreters with established access to the deaf community in the less well served regions in the Commonwealth. The Department builds linkages between providers and hearing impaired individuals without relying entirely on the written word to target all of its client contacts. VDDHH contracted representatives work through deaf clubs, local school boards, churches with deaf activities and key deaf and hard of hearing individuals to improve access to existing services.

Procedures for Acquiring Interpreter Services

1. The Department requires a five work day notice on interpreter requests. This period will be waived if any other applicable administrative waiting period with a basis in law is shown to apply. These services are based on priority of need and availability of funds from appropriate sources to pay interpreters.

2. In the event of limited resources and limited interpreters, priority ranking for coordinating requests is as follows:

   a. Emergency (medical,police arrests)

   b. Medical (i.e. private doctors, dentists)

   c. Legal (i.e. lawyers)

   d. Counseling:

      - Mental health (i.e. private psychiatrist)

      - Non-mental health (i.e. AA meetings, Lamaze classes)

   e. Employment (i.e. numerous client job interviews, employment meetings scheduled)

   f. Educational (i.e. parent/teacher conferences when school refuses to pay)

   g. Conferences and hearings (i.e. public hearings)

3. The Department does not coordinate or contract interpreters to volunteer interpreters. However, the agency will provide the client or service provider with a list of contracted interpreters in his/her area of the state.

[redacted]

[redacted]

Department of Rehabilitative Services (DRS)
[redacted]
Staunton, VA 24401
[redacted]

The Department of Rehabilitative Services is the agency of [redacted] that offers assistance to physically, mentally and emotionally disabled persons [redacted] become self-supporting and as independent as possible. Through [redacted] various rehabilitative services, persons with disabilities are [redacted] suitable jobs and helped placed in gainful employment. DRS [redacted] attention to those persons who seek employment, but it is also [redacted] services to assist in maximizing independent living skills for persons with disabilities.

DRS has field offices all over the State. The local office that [redacted] Staunton. This office is responsible for providing services to the [redacted] Augusta, Highland, Bath and Rockbridge and all of the cities therein. The Staunton [redacted] two special programs, a community based work adjustment program and a vocational development program and a job seeking skills program.

Staunton Field Office
[redacted]
Staunton, VA 24401
[redacted]

Counselors located at the local field offices provide a variety of [redacted] individuals. Referrals are accepted from schools, doctors, hospitals, and individuals themselves. In order to qualify for DRS services, an individual must be at least 15½ years old and have some type of physical, mental or emotional [redacted] which is keeping them from working or may be impeding their present [redacted]

Eligibility for services is generally determined by obtaining [redacted] DRS may purchase additional diagnostic services to determine the [redacted] disability. Once a person's disability is documented, the [redacted] what steps are needed in order for the individual to obtain employment [redacted] individualized written rehabilitation plan (IWRP). In addition to [redacted] vocational evaluations and counseling and guidance services, DRS [redacted] additional services depending on the individual's needs. A few of [redacted] training and work adjustment, maintenance and transportation, [redacted] rehabilitation engineering services, [redacted] up services. The services listed above [redacted] other services can be provided through the following [redacted] rehabilitation programs or the services [redacted]

Vocational and Personal Development Program (VPDP)
Department of Rehabilitative Services
2499 W. Beverley Street
Staunton, VA 24401
703-332-7718

VPDP is tailored to assist individuals who are handicapped regardless of educational background or vocational goals. VPDP helps to develop a client's capacity to adapt to a work setting, function productively and achieve maximum vocational and personal potential. VPDP provides a work-oriented atmosphere in which clients learn to rehabilitate work skills, develop self-confidence, and understand the meaning, value and demands of the world of work.

VPDP offers situational assessments, adjustment training, vocational and supportive counseling, job preparation and a holistic approach to rehabilitation.

Job Seeking Skills Program
Department of Rehabilitative Services
112 MacKenley Place
Staunton, VA 24401
703-332-7700

The Job Seeking Skills Program is offered by the Staunton Department of Rehabilitative Services to disabled persons who are trained and ready to work but need help in applying for employment. The program offers group and one-to-one sessions in which participants are taught skills that improve their chances of securing jobs in the competitive labor market.

Vocational Evaluation and Planning
Woodrow Wilson Rehabilitation Center
Fishersville, VA 22939
703-332-7245

In Vocational Evaluation and Planning, persons with disabilities identify their abilities and limitations and explore how their vocational interests and skills relate to the world of work. Each evaluation is designed to meet the individual needs of the participant. The evaluation may include tests to measure academic achievement and intelligence, assessments of vision, hearing, and visual-perceptual skills, and work sampling. The participant and evaluation staff work together to select appropriate vocational or rehabilitation goals and follow-up on recommendations that will improve social functioning and job readiness.

Work Adjustment
Woodrow Wilson Rehabilitation Center
Fishersville, VA 22939
703-332-7235

The Work Adjustment Program is a service which prepares individuals for vocational training or job placement. It is designed for persons who have potential for employment, but need assistance in adapting to actual requirements of jobs. Through instruction and work-related activities, the program teaches participants the values and expectations of work and helps to develop appropriate behavior patterns. A behavior modification approach is used

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Vocational Training
Woodrow Wilson Rehabilitation Center
Fishersville, VA 22939
703-332-7232

Vocational Training prepares individuals with disabilities for competitive employment. Fifty-one different training objectives are offered at WWRC. While developing technical skills for a specific occupation, students practice essential social, personal and work behaviors necessary to obtain and keep a job.

Other Rehabilitative Services
Woodrow Wilson Rehabilitation Center
Fishersville, VA 22939
703-332-7163

WWRC is a public, non-profit facility that provides comprehensive rehabilitative services on a residential or outpatient basis to persons with physical, mental and/or emotional disabilities. The Center offers a wide variety of programs ranging from intensive medical rehabilitation to complete vocational training. Some other services offered at the Center in addition to those mentioned above include physical therapy, communication services, and therapeutic recreation.

Learning Disabilities Program
Woodrow Wilson Rehabilitation Center
Fishersville, VA 22939
703-332-7031

Adults with learning disabilities are the special focus of a national research and demonstration grant project. The project conducts research focusing on the needs of adults with learning disabilities and develops new methods for diagnosing and teaching these individuals. Staff members are available for consultation and/or to conduct in-service

Center for Independent Living
Box 37
Woodrow Wilson Rehabilitation Center
Fishersville, VA 22939
703-332-7103

The Center for Independent Living offers a short term residential program for persons with disabilities. CIL provides individual attention in any area reasonably related to achieving more independent lifestyles. Services available include independent living skill building, peer counseling, leisure education, information, referral and follow-up contact.

Head Trauma Program
Woodrow Wilson Rehabilitation Center
Fishersville, VA 22939
703-332-7138

The Head Trauma Program is comprised of an interdisciplinary team designed to meet the unique needs of individuals with head injuries who have rehabilitation potential. After a thorough medical and/or vocational evaluation, a coordinated program of comprehensive treatment is developed. Training in independent living skills, family education and vocational training are used to help reintegrate the individual into his or her home community. The length of time in the program ranges from one-day evaluations to vocational training courses which may last a year or more. The average length of stay is approximately three months.

Spinal Cord Injury Rehabilitation
Woodrow Wilson Rehabilitation Center
Fishersville, VA 22939
703-332-7200

The Virginia Spinal Cord Injury System coordinates emergency, intensive care, intermediate and comprehensive rehabilitation and follow-up services to persons with traumatic spinal cord injuries. In addition to the Woodrow Wilson Rehabilitation Center, the Virginia System includes the University of Virginia Medical Center, the Eastern Virginia Medical School/Norfolk General Hospital and the Medical College of Virginia.

Deaf Project
Woodrow Wilson Rehabilitation Center
Fishersville, VA 22939
703-332-7241

The Deaf Project serves individuals with hearing impairments so that they might receive the full benefit of comprehensive services offered at WWRC. Specialized training in

manual communication is available. Persons served are those with ... rely primarily on visual communication, e.g., finger spelling, ... writing or natural gestures. A psychologist trained in manual ... Services also have been expanded to include persons who are deaf/...

Valley Community Services Board
141-C East Broad Street
Waynesboro, VA 22980
703-885-4670

The Valley Community Services Board (VCSB) is a professional ... provider of local government responsible for planning and providing the following ...

- Mental Health Services
- Mental Retardation Services
- Substance Abuse Services

VCSB is organized in accordance with Section 37.1, Chapter ... of the Code of Virginia and serves the Cities of Staunton and Waynesboro and Augusta and ... counties. All services are licensed by the Department of Mental Health, Mental Retardation ... Substance Abuse Services, Commonwealth of Virginia.

The Staff of VCSB are professionally trained and experienced in ..., Nursing, Psychology, Social Work, Mental Retardation and Counseling-Case Management. As a public non-profit agency our first priority is to serve those individuals who ... most in need and are unable to obtain services from the private sector.

Case Management Services
413 Port Republic Road
Waynesboro, VA 22980
703-886-1989 or 703-943-6604

Mental Retardation Services offers case management services ... residents who are mentally retarded and their families. These services vary depending on the individual's need, but they may include locating appropriate housing, transitioning ... an institution back into the community, budgeting, and making application into group homes.

Gateway Enterprises
413 Port Republic Road
Waynesboro, VA 22980
703-886-1989 or 703-943-6604

Gateway offers a center based day program of individualized ... developmentally/pre-vocational/social training, and paid work opportunity for adult ... mentally retarded to prepare them for sheltered or supported employment.

Group Homes

Richmond Road Residence
Rt. 4, Box 120
Staunton, VA 24401
703-885-8297

West Beverley Street Group Home
15 West Beverley Street
Staunton, VA 24401
703-885-2500

Mental Retardation Services operates two group homes in Staunton for mentally retarded adults. Vacancies are filled from a waiting list which is presently rather long. The wait for an opening can take several years. For example, only two residents left the group homes between 1982 and 1987.

In order to qualify for services, an individual must be diagnosed as being mentally retarded (moderate to mild range), be 18 years or older, ambulatory, independent in toileting skills, and have no history of combative or assaultive behavior. In addition, all residents must receive Supplemental Security Income (SSI) or have some type of private funding source. In addition, they must also be involved in a day activity or work program.

Each home has approximately 5-8 residents and both homes seek to maintain a "normal home environment". Residents have training programs which address their individual needs. They are instructed on independent living, self care, and social skills. Staff members are available on a 24 hour basis to assist the residents as needed.

The residents at the West Beverley Street home generally have lower skills than their counterparts at the Richmond Road group home. West Beverley Street residents work on learning or refining basic independent living skills while some of the residents at the Richmond Road group home develop more advanced skills such as money management, check writing, and community based training.

One respite bed is available at the West Beverley Group Home for approximately $17.00/day.

Supported Employment Program

413 Port Republic Road
Waynesboro, VA 22980
703-886-1989 or 703-943-6604

The Supported Employment Program is designed to help mentally retarded people secure paid jobs (with at least 20 hours per week) in the community. The individual placement model is utilized. This means that a job is sought which takes advantage of the individual's strengths and which minimizes their weaknesses.

The program focuses on people who have moderate to severe mental retardation and those with mild mental retardation who have other handicapping conditions. The individuals selected must need intensive training to obtain and job and life long follow along services to maintain employment.

Adult Services
101 West Frederick Street
Staunton, VA 24401
703-885-8818

The local Department of Mental Health provides a variety of services for community residents. For example, case management services are provided for persons with chronic mental illness who are leaving psychiatric hospitals (i.e., Western State Hospital) and returning to the community.

These services are offered on a sliding scale basis. No services are denied due to an inability to pay.

Adult Services works very closely with and oversees the operations of the Shenandoah Club.

Shenandoah Club
114 N. Lewis St.
Staunton, VA 24401
703-885-8867

Serve: Those persons with long term mental illness. The majority of the people served have been in a psychiatric hospital.

Purpose: Self-help community alternative to provide for the psycosocial rehabilitation of the before mentioned group. The Shenandoah Club helps people to integrate into the community and provides support for them to do so. The focus is on individual's abilities, not their disabilities.

A pre-vocational day program helps prepare members for constructive community roles or for competitive employment. In addition, a social program is operated on an evening and weekend basis.

Fee: All services are free except for a minimal fee which is charged for the daily lunches served.

Valley Mental Health Clinic
19 S. Coulter Street
Staunton, VA 24401
703-885-0866

This counseling center offers a variety of services which includes individual and group counseling. Staff members specialize in children and adolescents, families, marriage, spouse abuse and child abuse and neglect. Services are offered on a sliding scale basis. Twenty-four hour emergency services are available by calling the Sheriff's Department and asking for the on-call worker.

Substance Abuse
101 W. Frederick Street
Staunton, VA 24401
703-885-2544

Substance Abuse provides outpatient services for persons who suffer from alcohol and drug abuse. Individual, group, and family therapy is available on a sliding scale basis to community residents. (An adolescent specialist is also available.)

In addition, Substance Abuse operates the New Hope Detox Center located at Western State Hospital. The Detox Center serves this locality, as well as, a greater catchment area. However, no services are offered to persons under 18 years of age.

The staff welcomes the opportunity for presentations with community groups and organizations.

Social Security Administration
1426 N. Augusta Street
Staunton, VA 24401
703-886-0765

The Social Security Administration offers several different services. Perhaps the best known of these is assigning social security numbers. Workers, employers, and self-employed people pay Social Security taxes. Having a social security number ensures that the taxes that individuals pay are accredited to them. This money is used to pay Social Security Benefits (i.e., retirement, deceased parent, disabled worker) and to administer the program. The amount of money an individual receives is based on the amount of taxes previously paid.

In addition, Social Security administers the SSI program. SSI is short for Supplemental Security Income. SSI pays monthly checks to people who are aged, disabled, or blind and who do not have a lot of assets and income. It is a Federal program run by Social Security. Money to make these payments comes from Federal general revenues - Federal income taxes, for example - not from social security taxes.

Department of Social Services

Staunton/Augusta Co. DSS
261 North Central Ave.
Staunton, VA 24401
703-885-8911

Waynesboro DSS
250 S. Wayne Ave.
P.O. Box 1028
Waynesboro, VA 22980
703-942-6646

The Department of Social Services offers a variety of programs. Some of the services such as Food Stamps, General Relief, and Aid to Dependent Children (ADC) involve monetary payments and are based on income and a determination of need. *Eligibility workers* administer these programs by gathering information from the client and other sources.

Programs for people who would like to be Foster Care parents, Adoptive parents, and Child Care providers are available to those who meet state established standards. Child Abuse and Neglect prevention and intervention services and Foster Care are provided to all persons without regard to income. Sometimes social workers also work with families who receive ADC in order to provide additional support and services (ADC Services) In addition, Adult Services are provided to indigent or abused and neglected adults. All of these services are offered through *social workers*

In recent years, DSS has started an Employment Services Program. The purpose of this program is to help welfare recipients obtain employment and thus become independent. Child care and transportation may be provided while clients are in the training program. Participants may receive training in job seeking skills, assistance with additional education, referral to the Department of Rehabilitation, or an unpaid work experience before they secure a job. These services are provided by *employment service workers*

Health Department

Augusta-Staunton
144 Augusta Street
Staunton, VA 24401
703-332-7830

Augusta-Waynesboro
13th Street
Waynesboro, VA 22980
703-949-0137

The local Health Departments serve the community by providing the following services:

Environmental Health Services
- regulation of public food establishments
- investigation of food and waterborne disease outbreak
- regulation of sewage disposal
- rabies control
- investigation of environmental problems
- water system recommendations

Medical and Nursing Services
- maternity care
- well child care
- family planning education and birth control methods
- school health
- blood pressure screening

Communicable Disease Control
- immunization
- tuberculosis detection and treatment
- venereal disease investigation and treatment
- investigation of other contagious health threating diseases
- international travel recommendations/immunizations

Dental Services
- therapeutic and preventive care primarily for children

Nutrition Services
- community education
- supplemental food program for Women, Infants, and Children (WIC)

Vital Records
- birth certificates
- death certificates

Health Education
- community educational programs concerning health related issues
- The Health Department's Speaker Bureau provides health education on a variety of topics to any interested community agency, organization or other groups

The Health Department has the following eligibility requirements:

For some health department services eligibility is based on income and charges are determineed on a sliding scale. Many other services are provided at no cost to all community residents --- educational programs, blood pressure screening, routine supervision, venereal disease treatment, environmental health services.

Blue Ridge Legal Services
204 N. High Street
Harrisonburg, VA 22801
703-885-8026 or 703-943-7667

Blue Ridge Legal Services is a non-profit organization funded by the Federal Government. Offices are located in Staunton, Winchester, and Harrisonburg. To be eligible for services, an individual's household income is considered along with how many people live in the home. Only civil and domestic cases are handled, no criminal cases.

People Places, Inc.
1215 N. Augusta Street
Staunton, VA 24401
703-885-8841

People Places, Inc. trains parents to work with emotionally disturbed children and their own children. Case managers work with the children and families on a one to one basis. Funds come from the Department of Social Services and courts to pay for the care of the emotionally disturbed children.

Abraxas House
906 N. Augusta Street
Staunton, VA 24401
703-332-7872

Abraxas House is funded by the State Department of Corrections. This youth facility houses approximately 10 males, 16 to 18 years of age in a half-way house treatment milieu.

Selected youth are given the opportunity to participate in the program designed to promote a smooth transition into society. The house is staffed on a 24 hour basis with each resident assigned a counselor who also acts as coordinator of the youth's treatment plan. Length of residence is flexible according to the individual's treatment plan which may vary from 3 months to one year in length. This plan's focus is upon individual needs covering such issues as family counseling, independent living skills, coordination of academic and vocational training, substance abuse counseling and job seeking skills. Residents are required to have a daily activity which must either be employment or training with an academic or vocational emphasis.

Vector Industries, Inc.
P.O. Box 1204
Waynesboro, VA 22980
703-943-8444

Vector Industries, Inc. provides sheltered employment opportunities for individuals who are unable to secure jobs in the private sector because of the severity or complexity of their disabilities. Employees receive benefits financially proportionate to those received by non-handicapped workers performing the same task and degree of difficulty.

Education and Training Corporation (ETC) (formerly 70001)

103 E. Beverley Street
Staunton, VA 24401
703-885-2002

1522 Park Road
Waynesboro, VA 22980
703-943-8420

The Education and Training Corporation (ETC) is an organization designed to help income-eligible 16 to 21 year old individuals find unsubsidized jobs with local businesses. It is a program of employment, training, education, and motivation.

Jobshop, Inc.
1145 Richmond Road
Staunton, VA 24401
703-885-0393

The Jobshop provides free vocational training, job search and development and on-the-job training to those persons who are economically disadvantaged regardless of age.

Summer Youth Employment Program (SYEP)
Rt. 1, Box 254
Fishersville, VA 22939
703-434-8579

SYEP is a federally funded program that gives young people between the ages of 14 and 21 who are economically disadvantaged or handicapped the chance to work and get useful skills. Participants are placed on work sites in non-profit businesses for approximately 8 weeks during the summer. SYEP staff provides supervision.

Valley Rescue Mission
1513 West Beverley Street
Staunton, VA 24401
703-885-5767

Serving the Shenandoah Valley, the Valley Mission provides food, clothing, and shelter for residents and non-residents. Assistance is provided on a walk-in or referral basis. The Mission tries to provide medical and counselling services for those people who live at the Mission. Residents are also referred to other appropriate community resources. In addition, the Mission will accept persons with disabilities.

There are no eligiblity requirements and all services are free of charge.

The Valley Mission is a non-profit organization totally supported by private donations, no funding comes from the United Way or the Federal Government. The Mission has been established for 17 years.

Salvation Army
1700 West Beverley Street
Staunton, VA 24401
703-885-8157

246 Arch Avenue
Waynesboro, VA 22980
703-943-7591

The Salvation Army has a thrift shop were clothes and furniture may be purchased by anyone at a discount price. In addition, food boxes are available for persons in need.

Staunton-Augusta Church Relief Association (SACRA)
126 N. New Street
Staunton, VA 24401
703-886-3957

SACRA is a united effort by local churches to serve needy people. Referrals or walk-ins are accepted. Individuals are interviewed in order to determine their needs. In addition to providing food, SACRA may help pay delinquent rent and utility bills, pay deposits for utilities and buy medications. They would like for individuals to help pay whatever portion of the expenses they are able to. The office is staffed by volunteers on TW[illegible] mornings from 9-11:30.

Christians United Relief Effort (C.U.R.E.)
337 S. Wayne Avenue
Waynesboro, VA 22980
703-949-6904

C.U.R.E. is a united effort by churches in western Augusta County and the City of Waynesboro to provide services to needy persons. Cases are accepted on a referral basis only.

Additional Support Services:

The following is a list of services which persons using this handbook may find helpful. The The information was obtained from the **Information and Referral guide** from the Staunton, Augusta, Waynesboro area. For additional information, including current phone numbers for these organizations, call the Information and Referral Office in Staunton at 886-1229.

Alcoholics Anonymous

Adult Learning Center

Association for Retarded Citizens (ARC)

Blue Ridge Area Food Bank

Birth Certificate Information

Big Brothers/Big Sisters

Boy Scouts/Girl Scouts

Cerebral Palsy

Children's Rehabilitation Center

Child Abuse and Neglect

Cocaine Hotline

Christian Housing Assistance Corporation

Drug Abuse

Emotions Anonymous

Extension Services

Family Counseling Services

Friends of Foster Children Organization

God's Storehouse (Gives furniture and clothing to needy residents in Waynesboro area.)

Job Corp

LIFT (Program for handicapped and/or developmentally delayed infants and their families.)

Literacy Volunteers of America, Augusta Area

Lions Club

Manpower

Ministerial Association of Waynesboro

Mental Health Association

People Against Rape

Parks and Recreation

Shenandoah Valley Juvenile Detention Home

Shenandoah Valley Club of the Deaf

Shenandoah Valley Counseling Association

Special Olympics of VA, Area V

Talking Book Center

Valley Pastoral Counseling

Youth Services Commission

APPENDICIES

A. FORMS

(SCHOOL LETTERHEAD)

Dear Parent:

Vocational planning and training are important parts of your child's special education program. Soon an employee of the Valley Transitional School Program (VTSP) will contact you about vocational plans for your child. This person will explain all the options available during the final years of your child's educational program. If you have any questions or comments, please contact me.

Sincerely,

AUGUSTA, STAUNTON, WAYNESBORO PUBLIC SCHOOLS
SPECIAL EDUCATION DEPARTMENTS
INDIVIDUAL TRANSITION PLAN

I. Student's Name: _____ DOB: _____ Age: ____ School: _____ Grade: _____

Parent/Guardian: _____ Address: _____ Phone: (H)_____ (W)_____

Special Ed. Category: _____ Placement: ____Self-Contained ____Resource ____Supportive

II. PRESENT LEVEL OF PERFORMANCE

	G.E.	Strengths	Weaknesses
Language Arts:	____	_____	_____
Oral Communication	____	_____	_____
Mathematics	____	_____	_____
Independent Living			
Social Skills			

III. VOCATIONAL PREPARATION:

Vocational Assessment: Date Completed: _____ Date Scheduled: _____ Agency: _____

Recommendations: _____

_____

Vocational Training: Program: _____ School: _____ Teacher: _____ Dates Attended: _____ Comp.: __Yes __No

Recommendations: _____

_____

IV. TRANSITIONAL GOALS: (See attached)

V. PARTICIPANTS:

Parent _____ Vocational Educator _____

Student _____ Adult Service Representative _____

Special Educator _____ DRS Counselor _____

Guidance Counselor _____ Other _____

VI. PARENT/GUARDIAN APPROVAL:

I did (did not) participate in the development of the Individual Transition Plan.
I do (do not) approve of the Individual Transition Plan.

Signature of Parent/Guardian: _____ Date: _____

Signature of Student: _____ Date: _____

VII. INDIVIDUAL DESIGNATED AS ITP CASE MANAGER: _____ _____ _____

97.

AUGUSTA, STAUNTON, WAYNESBORO PUBLIC SCHOOLS
SPECIAL EDUCATION DEPARTMENTS
INDIVIDUAL TRANSITION PLAN

STUDENT'S NAME: _____ Page_____

IV. TRANSITIONAL GOALS:

Goals	Implementation Strategies: Skills Necessary to Fulfill Goal	Implementation Strategies: Services Req. to Meet Goal	Person Responsible: P	S	A	O	Timelines: Date Init.	Date Comp.	Follow-up Comments

P = Parent
S = School
A = Adult Service Agency
O = Other

(VTSP LETTERHEAD)

_____
CASE NAME

NOTICE OF CLOSURE

This case has been closed and the following disposition has been made: _____

_____

_____

_____
SIGNATURE

_____
TITLE

_____
DATE

(VTSP Letterhead)

FACT SHEET

1. The Valley Transitional School Program (VTSP) began as a federally funded grant (10/84 - 9/87) designed by the school systems of Augusta County, Staunton City, Waynesboro City, and the Virginia Department of Rehabilitative Services (Staunton Office).

2. The goal of VTSP is to assist individuals with disabilities to move from school into employment.

3. VTSP uses a team approach in working with students which involves the student, their parents, employers, schools, and other service systems involved. VTSP staff and the DRS school counselor serve as the primary coordinators in providing services to students. This includes "hooking up" students with appropriate adult services, as well as, improving their independent living skills.

4. VTSP offers an extensive list of services depending upon the student's needs. Some services include helping students obtain driver's liscenes, providing vocational assessments, coordinating work experience placements, assisting students with getting part-time jobs while they are still in school (if appropriate), job coaching, job placement and follow-up after graduation.

5. Although the federal grant ended September 1987, its success has contributed to the program's continuation through cooperative local funding efforts. The three school divisions are jointly funding one staff position and DRS is contributing the other position.

6. The two (2) Valley Transitional School Program staff members (Transition Specialists) are housed at the Wilson Memorial High School Annex building in Fishersville.

7. VTSP serves individuals, age 16-22, who are educable mentally retarded, traineble mentally retarded, learning disabled, emotionally disturbed, physically handicapped, or multiple handicapped.

8. Although age 16 is generally the youngest that referrels are accepted, high risk drop-outs (who receive special education services) may be accepted earlier. If a special education student drops out of school, regardless of their age, please refer them immediately.

9. Students who do not have I.E.P.'s, but do have physical limitations (i.e., diabetes, epilepsy, missing limb) or severe academic problems (i.e., age 17 and in the 8th grade), may be referred directly to the DRS school counselor. DRS can also assist high functioning learning disabled students attend college or obtain further training after graduation.

10. Referral forms should be obtained through your local special education supervisor. The completed form should be returned to the special education supervisor (1 copy) and VTSP staff (1 copy).

Mary Jo Hawkins
DRS School Counselor
112 MacTanly Place
Staunton, VA 24401

Barbara Lambert-Smallwood
Transition Specialist
Rt. 1, Box 255
Fishersville, VA 22939

Jackie Humphries
Transition Specialist
Rt. 1, Box 255
Fishersville, VA 22939

(VTSP OR DRS LETTERHEAD)

REFERRAL APPLICATION

Student's Name _____ Soc. Sec. # _____
Last First Middle

Phone # _____ Sex _____ Age _____ Birthdate _____

Address _____
Street or Route City State Zip

Parent/Legal Guardian _____
Name Relationship

Home School _____ Service School _____ Grade _____

Disability (Primary) _____ (Secondary) _____

Work Experience _____

Assets _____
(Interests, Hobbies, Work Skills, etc.)

Current Functional Limitations _____
(Mental, Physical, Social, Psychological)

_____

Special Precautions _____
(Epilepsy, Behavior Difficulties, Substance Abuse, etc.)

Reason for Referral _____

Comments _____

_____

Referral Source _____ Title _____

Phone # _____ School _____ Date _____

PLEASE RETURN TO:

(VTSP LETTERHEAD)

VALLEY TRANSITIONAL SCHOOL PROGRAM
CONSENT FORM

Participant_____

I give my permission for the above named participant to be enrolled in the Valley Transitional School Program and all of the activities involved therein. This may involve the sharing of information among education, rehabilitation, and support agencies, specifically, _____.

I understand that withdrawal from this program at any time will not affect his/her present education or rehabilitation program.

I give permission for the above named participant's name and/or picture to be used by the Valley Transitional School Program for the purpose of promotional material, including the VTSP newsletter, which is used to depict the program and activities.

I agree to allow my child to ride in the automobile driven by the Valley Transitional School Program staff. I understand that in the event of an accident that the VTSP staff will not be held responsible. I will be notified, whenever possible, prior to transportation by VTSP staff. (Check at the end of this statement if the participant is over 18 and this statement is not applicable. ____)

_____ _____
Signature Date

_____
Relationship

_____
VTSP Staff

B. AUGUSTA COUNTY SCHOOLS' HOLIDAY SCHEDULE

C. INTER-AGENCY COOPERATIVE AGREEMENT

MEMORANDUM OF UNDERSTANDING

Department of Rehabilitation Services, Augusta County Public Schools, Staunton Public Schools, and Waynesboro Public Schools recognize the vocational needs of secondary school age handicapped children and their families.

In recognizing the needs of this population, the above-named agencies subscribe to the following:

1. Interagency planning for service delivery related to transition services among the Augusta-Staunton-Waynesboro school systems, as well as, DRS and other adult service agencies in the area.

2. The establishment of a local interagency transition process utilizing existing interagency coordination groups to assist with the transition process that will integrate and enhance case management procedures among service providers.

3. Implementation and periodic review of the transition planning process and the service delivery procedures which are systematically developed.

4. Development of a tracking and follow-up system which will assist our schools and DRS to track students through the service delivery system and provide follow-up information on each individual's progress.

5. The involvement of students and their families, human service professionals, employers, etc., in the development and implementation of a more formal transition planning process.

Department of Rehabilitation Services	Augusta County Public Schools
Staunton Public Schools	Waynesboro Public Schools